

Teacher-Designed Worksheets Centered on Storytelling to Enhance Oral Interaction

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Note of acceptance

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To my father, my mother, my brother and
my boyfriend who gave their support
to make my goal of getting my
master's degree come true.

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academic support and committed
guidance to help me accomplish this
study.

Abstract

This qualitative descriptive action research study explores the results of designing and implementing teacher-designed worksheets based on storytelling with fifth graders to enhance their oral interaction in a private institution, in an EFL context. This study was conducted with a group of eighteen girls and twelve boys who had some difficulties to confidently express their ideas orally in English. The instruments used to gather the data were students' artefacts with the corresponding self-assessment section, teachers' field notes and audio recordings. The findings suggest that students are able to interact orally retelling the story, create a new ending for short stories, share their personal experiences, and address diversity with respect.

Key words: materials development, storytelling, oral interaction.

Resumen

Esta investigación-acción cualitativa y descriptiva explora los resultados del diseño e implementación de hojas de trabajo diseñadas por la maestra-investigadora, basadas en la narración de historias y en la interacción oral con estudiantes de quinto grado en una institución educativa privada. Este estudio se realizó con un grupo de dieciocho niñas y doce niños de que presentaban algunas dificultades para expresar sus ideas con confianza en forma oral. Los instrumentos utilizados para recopilar los datos fueron los artefactos de los estudiantes con la correspondiente sección de autoevaluación, las notas de campo de la maestra investigadora y las grabaciones de audio. Los hallazgos sugieren que los estudiantes son capaces de interactuar oralmente recontando la historia, crear un final nuevo, compartir sus experiencias personales y abordar la diversidad con respeto.

Palabras clave: desarrollo de materiales, narración de cuentos, interacción oral.

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Description

This action research study aimed at analyzes the contribution of designing and implementing teacher-designed worksheets centered on storytelling to enhance fifth graders oral interaction in an EFL context. To develop this study, the data gathering instruments selected were students' artefacts, field notes and audio recordings, which were triangulated. Additionally, a survey was administered as means to ratify the problem and as the onset to develop the worksheets. The participants of this research were 30 fifth grade who aged 9 and 10 years old and the English teacher with the roles as a researcher and a materials developer. The theoretical constructs that support this research study were: Materials development, storytelling, and oral interaction.

Materials Development

Based on my experience, I noticed that students needed to get involved in meaningful exercises created by the teacher to maximize their communicative opportunities in the EFL classroom. Tomlinson (1998) referred to materials development (MD hereafter) as "anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake and to stimulate purposeful output" (p. 2). In light of this, the materials I developed were worksheets centered on storytelling, which provided rich language input and stimulated useful output for students' oral interaction.

MD is a demanding process since it involves theoretical insights and practical issues that aim at maximizing the learning of the English language. To this respect, Núñez, Téllez

and Castellanos (2013) argued that “it [MD] demands an informed methodology that allows validating the efficiency, appropriateness and relevance of materials within the context of learning a language” (p. 10). As a result, this study encourages the creation of innovative contextualized materials to respond to student’s particular needs and make them feel more confident while interacting orally with their peers and the teacher.

Storytelling

Storytelling is the art of narrating a story which stimulates interaction using gestures and body language. Thorat (2014) argued that “storytelling is a strategy in which the teller uses body and oral language to communicate a message to the listener” (p. 35). Storytelling has been defined by The National Storytelling Network as “the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener’s imagination” (p. 1). According to this definition, storytelling “involves a two-way interaction between a storyteller and the listeners (as cited in Minazzi, 2015, p. 61). I am aware that storytelling is an enjoyable means to enhance students’ oral interaction by sharing and interpreting experiences.

Storytelling is a meaningful and motivating tool for children to be implemented in the English learning process in which the storyteller projects mental and emotional images by using spoken and body language. Wright (1995) claimed that “stories are motivating, rich in language experience, and inexpensive” (p. 3). In other words, stories motivate children to be attentive to the story and learn English while they are enjoying. As remarked by Vecino (2006), “Storytelling can encourage and motivate students to search more stories to read and tell as they increase their confidence to do it in the foreign language” (p. 264). Thus, fifth grade students could feel confident and motivated to interact orally by the stories used in the teacher designed worksheets in the EFL classroom.

Oral interaction

Oral interaction is an integral part of human communication to share feelings and build relationships. To this respect, Oliver and Philp (2014) remarked that “oral interaction is the spoken language that takes place between two or more people and, as the name implies, it is the type of speaking and listening that occurs in real time and in communicative exchanges” (p. 18). In light of this, fifth grade students could increase their oral interaction inside the classroom by talking about the story worked in English classes.

One of the reasons that hinder students’ oral interaction is that the teacher talks too much and the chance students have to practice their speaking is shorter. Cullen stated that “too much teacher talking time deprived students of opportunities to speak” (as cited in Argondizzo, 2004, p. 114). In regard to oral interaction, this study intends to decrease the TTT and increase the STT through the development of the six teacher-designed worksheets centered on storytelling. Therefore, students need to concentrate on the teacher’s talk to receive input that helps them understand and acquire the language and at the same time, the teacher engages students in oral interaction activities.

Findings

The following findings came up from the three categories with their corresponding subcategories.

Capitalizing on principled teacher-designed worksheets

Colorful, illustrative and meaningful content in innovative worksheets

- The positive impact of the six teacher-designed worksheets was evident in the students' attitude throughout the development of the activities.
- The self-assessment, the teacher's field notes and the audio recordings confirmed that the worksheets drew the learners' attention because they were innovative and enjoyable.

Structured strategy and feedback-based activities for confident oral interaction

- Students were encouraged to provide feedback to their peers as a formative component through the development of the post-interaction activities of each worksheet.

Accomplishing spontaneous retelling of stories

Context, characters and experiences to retell stories

- The stories worked during the implementation boosted the students' imagination and created an enjoyable learning environment.
- Students were able to become part of the narrative of the stories, the characters, and the perspectives shown by working with peers, exploring their imagination, and creating new endings.

Educating in moral values to sensitize children

- Once the learners felt identified with the stories, they were encouraged to interact orally with their classmates while retelling the story
- The participants interacted orally by sharing their perceptions of the moral shown in the story, and explaining the values they learned and how the values were present in their real lives.

Achieving oral interaction in English

Attaining personal experiences while interacting

- It was necessary to maximize the time that students use for talking to their classmates in the foreign language so that they are able to improve their oral interaction.
- Students felt confident expressing their personal experiences, customs and traditions, so they enhanced their oral interaction.

Students' awareness of cultural diversity

- The majority of the students declared that they were able to interact orally with their classmates through the development of the oral interaction activities proposed in the six teacher-designed worksheets and following the three proposed worksheets steps: pre-while-post interaction activities.
- Students recognized their own culture and showed awareness of cultural diversity while orally interacting.
- Learners became more sociable as they worked on the activities, they respected diverse ways of thinking, and recognized with respect the variety of people traditions.

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Content

This research study comprised five chapters. The first one presented the statement of the problem, the research question, the general and specific objectives, the related studies per construct and the rationale. The second one described the literature review along with the theoretical constructs. The third chapter developed the methodological design, which includes the both the research and the instructional designs; the former referred to the research approach, the type of study, participants, and instruments for data collection; and the latter, entailed the pedagogical intervention and its corresponding objectives, the theory of the nature of language and language learning, the innovation aspect, the methodological approach underlying the intervention, the instructional phases, and the sample of one worksheet. The fourth chapter dialed with the results obtained from the data analysis and the findings. Finally, the fifth chapter refered to the conclusions and pedagogical implications of the study.

Methodology

This research study followed a qualitative approach, which required a description of the problem, data collection, analysis and the obtained results derived from the implementation of the worksheets with fifth grade students. The qualitative approach allowed analyzing fifth grade students' learning needs at Agustiniano Ciudad Salitre School and the positive impact of the implementation of the worksheets centered on storytelling to enhance oral interaction. During the observation stage, I realized that students did not establish oral interaction among themselves; on the contrary, they carried out speaking activities just by answering questions posed by the teacher. The classes observations notes kept on my teacher's journal showed that there was lack of students' confidence on their oral performance.

My concern in this research was the low level on my fifth-grade students' oral interaction. During the regular English classes, I noticed that I often did not give them chance to promote student – student interaction and regarding the idea of adapting authentic materials in the (EFL) classroom to enhance students' oral interaction, the pedagogical intervention I proposed for this research was the design and implementation of six worksheets centered on storytelling to enhance fifth graders' interaction in an EFL classroom. My instructional design was connected to the research question since storytelling encourages students to interact orally. It implies that students listen to the story, recognize the vocabulary, solve the worksheets and interact among them according to the main issues of the story. The instructional design of this study entailed these phases: my classes observations and reflections, analysis of students' learning needs, sensitization students, apply the needs assessment, ask for informed concerns, design of materials, pilot the first worksheet, make adjustments and the last phase implement the six teacher-designed worksheets based on storytelling.

Conclusions

Fifth graders enjoyed the implementation of the worksheets, the colorful images, the meaningful content and the learning strategies proposed because these aspects afforded the students with the necessary tools to convey their ideas, thereby increasing their oral interaction and assuring their self- confidence.

In terms of Storytelling, stories caught students' attention and they got involved in the activities proposed and retold what they understood from them. Besides, the learners felt encouraged to invent different endings, which contributed to their oral interaction.

Concerning oral interaction, I observed that the six teacher-designed worksheets were essential to stimulate the students to interact orally in English because they included many activities that increased their talking time.

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Introduction

According to language regulations set by the Ministry of Education (MEN hereafter) in Colombia, fifth grade English students must attain the Basic I A2.1 level in English. At this level, students must be able to answer questions about their preferences and keep a conversation going in English during the development of the classroom activities. Therefore, this research study described and analyzed the development and implementation of worksheets centered on storytelling to enhance fifth graders' oral interaction in an EFL context.

The study originated on observations that revealed the students' lack of skills to interact using English. I had noticed that fifth graders needed suitable materials designed according to their age, proficiency of the language and preferences to increase Student Talking Time (STT henceforth) in classroom interaction and diminish Teacher Talking Time (TTT hereafter). This in turn, may reduce students' negative emotions, such as anxiety, confusion and hesitation while interacting with others in the EFL classroom.

This document is organized in five chapters. The first one presents the statement of the problem, the research question, the general and specific objectives, the related studies per construct and the rationale. The second one describes the literature review along with the theoretical constructs. The third chapter develops the methodological design, which includes the both the research and the instructional designs; the former refers to the research approach, the type of study, participants, and instruments for data collection; and the latter, entails the pedagogical intervention and its corresponding objectives, the theory of the nature of language and language learning, the innovation aspect, the methodological approach underlying the intervention, the instructional phases, and the sample of one worksheet. The fourth chapter deals with the results obtained from the data analysis and the

findings. Finally, the fifth chapter refers to the conclusions and pedagogical implications of the study.

Chapter I

Research Problem

Statement of the Problem

Based on the analysis of the self-evaluation of my English classes', the reflection of my teacher's field notes, and an initial survey (See Appendix A), I identified the lack of confidence and oral interaction skills students had in English. Besides, I detected that despite having plenty of pedagogical resources like textbooks, student books, workbooks, readers, a virtual platform, audiovisual resources, and an English laboratory, these are not contextualized; in other words, they do not respond to the specific needs of the students. Moreover, based on my teaching experience I also noticed the positive impact of storytelling. Wright (1995) argued that "stories are motivating and rich in language experience" (p. 3). Hence, the intention of this research study was to implement teacher designed worksheets centered on storytelling to foster students' oral interaction by taking into account their concerns on adventure, mystery, or fantasy.

Therefore, I noticed that in the English classes, my students did not have the chance to interact among themselves as much as I expected. Students had difficulties to talk in a natural way because they did not feel comfortable when they were asked to develop dialogues or participate in some speaking activities. This was the main reason to implement oral interaction among students as an opportunity to foster their language learning process. Allwright and Bailey (1991) stated that "the processes of classroom interaction determine what language learning opportunities become available to be learned from" (p. 156). In addition, Ellis (as cited in Johnson, 1995) affirmed that "any second language learning that takes place must in some way result from the process of interaction the learner takes part in" (p. 88). Based on the previous theory, I expected students to interact orally in the EFL

classroom and acquire knowledge in their language through teacher designed teacher designed worksheets.

In addition to this, I realized that I did too much talking throughout the instructions and detailed explanations. Also, I noticed that students felt worried when I asked them specific questions related to the topic we were working in the class. Due to this, students did not have enough opportunities to interact among them. In this regard, Johnson (1995) affirmed that “teachers tend to control the topic of the discussion, what counts as relevant to the topic, and who may participate and when. Students tend to respond teacher – directed questions, direct their talk to teachers and wait their turn before speaking” (p. 4). In light of this, I pretended to avoid controlling the talking time inside the EFL classroom and give my students more opportunities to enhance their talking time while interacting. Thus, I attempted to enhance fifth grade students’ oral interaction through the development and implementation of teacher designed worksheets centered on storytelling in the EFL classroom to let students talk by themselves and allow them to express their ideas in an autonomous way. In this line of thought, the research question that guided this study was:

Research Question How do the development and implementation of teacher-designed worksheets centered on storytelling contribute to fifth graders' oral interaction in an EFL classroom?

Research objectives

General objective. To analyze the contribution of developing and implementing teacher designed worksheets based on storytelling to enhance oral interaction among fifth graders in an EFL context.

Specific objectives. This research project has three specific objectives which are: (a) to assess the effectiveness and suitability of designing and implementing teacher-designed

worksheets based on storytelling to enhance fifth graders' oral interaction in an EFL classroom; (b) to explore spoken language environments fostered by storytelling portrait in teacher designed worksheets in an EFL classroom; and (c) to analyze the results of student-student interaction complemented with the Initiation-Response-Follow up approach (IRF hereafter) to enhance students' oral interaction in an EFL classroom.

Related Studies

The following related studies are relevant as they refer to the main constructs supporting this research study: Materials development, storytelling, and oral interaction. Most of the studies were conducted between 2005-2015 at the local, regional, and international level, which suggests that the problematic issue of developing oral interaction through teacher designed worksheets centered on storytelling is latent and an existing research concern.

In terms of oral interaction, Díaz, Rodríguez, and Triana (1999) studied the promotion of oral interaction with elementary school students through the use of storytelling. The researchers conducted the study with fifteen students of second grade in the private school Nuevo Gimnasio Cristiano in Bogotá, Colombia. To carry out this action research, questionnaires were used to find out students' attitudes towards English and to diagnose their individual level. Students expressed their likes and dislikes and their difficulties and achievements in their journals. Another instrument employed in the research was a structured classroom observation in which the video recordings captured students' participation. Researchers developed a method that integrated the four language skills by taking into account students' interests. Therefore, they changed their teaching method to a method centered on literature called "Spotlight on Literacy", which used stories to teach grammar, phonics, spelling, and speaking. This study showed that students were able to tell the story to other partners and answer questions related to the stories by using complete

sentences. In fact, students expressed in their diaries that they liked English and they felt they had learnt through stories. The importance of this study concerns the impact of storytelling to enhance elementary school students' oral interaction in a similar context, which provides valuable input to for this study.

Likewise, the action research study conducted by Herazo (2010) described what authentic oral interaction in the EFL class means and what does not. He wrote some scripts about the dialogues his students presented and they showed low oral interaction, among others. They had just memorized and repeated short lines. This study was implemented in a sixth-grade classroom in a state school in Monteria, Colombia, and concentrated on the topic of personal information (name, age, place of origin, etc.). With the use of recordings and transcriptions, Herazo identified that students did not have authentic oral interaction during the development of the dialogues. As a result, he discussed the effectiveness of developing meaningfully student-student oral interaction. This study is relevant to my research as it pursues the same purpose in increasing student-student oral interaction in an EFL classroom.

Regarding storytelling, Barreto (2009) carried out an action research study to change students' attitudes towards English and motivate them to develop proficiency in their oral interaction through storytelling. She affirmed that stories are an essential part of all cultures around the world. Stories lead to positive results because children like listening to them and they are always creating and telling them. Storytelling is a great option to successful learning because it encourages interaction among students and makes children develop their imagination to be more creative. This research was conducted with students of second grade at a private elementary school located in the south of Bogotá, Colombia. The researcher used the stories as part of her methodology to enhance students' motivation, keep their attention, stimulate their visual memory, and improve their imagination and fantasy.

Students solved worksheets where they had to write short sentences about the story. They drew the characters of the story and, finally, they showed their work and retold the story to the whole class. The researcher analyzed the results through classroom observation and students' artifacts which revealed that students reinforced their speaking skills in oral interaction through different exercises like word exercises, retelling the story, drawing and describing pictures, and remembering and describing some scenes of the stories. This study relates to mine as it showed the improvement in students' oral interaction through the implementation of worksheets centered on storytelling.

Likewise, Jianing (2007) conducted a case study to children due to the lower results of most students get on the speaking skills comparatively than other skills such as listening, reading and grammar. He noticed that the primary reason to recommend storytelling in the EFL speaking classroom is that stories are motivating and immensely interesting, can best attract listeners and promote communication. Wright (1995) affirmed that "Stories which rely so much on words, offer a major and constant source of language experience for children" (p. 3). Jianing determined that the lively atmosphere and real-life environment created by stories encourages the students to talk and discuss with each other. When telling and listening to a story, the learners will easily be plunged into the plots and the scene and forget about them, which will, to a great degree, relieve their nervousness. This research was developed in Jiangsu Province, China with elementary school students. The researcher increased the English classroom oral interaction through the implementation of distinct ways to guide students to retell stories working together in small groups. Students showed in their artifacts their improvement on their speaking skill interacting with their classmates in small groups by reason of this helps them to build confidence and create a lively and brisk

atmosphere. This study is relevant to my research as it seeks the same purpose in increasing students' oral interaction using storytelling in an EFL classroom.

In relation to materials development, Becerra (2009) carried out a small-scale action research study implemented in a public school in Bogotá, Colombia, with a group of fourth graders in an EFL context. The purpose of this research was to explore fourth graders' responses to the teacher designed worksheets. She collected data by using questionnaires, semi-open interviews, and the teacher's journal. She wanted to highlight the importance of classroom materials by giving students the chance to assess the materials used in class to enrich the teacher's pedagogical practice. This study prompted a more collaborative environment between the teacher and the students, regarding a basic activity used in class taking into account student's interests.

These research studies inform my study because they ratify the same need my students have in their learning process. In addition to this, they are framed by the theoretical constructs of this research study: the need to design contextualized materials like teacher-designed worksheets to enhance a specific English skill, the use of storytelling as a helpful didactic resource to get children's attention and the importance of developing oral interaction in the EFL classroom.

Setting and Rationale

Setting. This research was developed at a private institution called Agustiniano Ciudad Salitre School in Bogotá, Colombia. The school's educational project promotes the principles for the formation of virtuous and happy people, with a clear sense of life, of their responsibility as generators of change, with a mindset of winners with a successful professional future. This institution reinforces English as a Foreign Language (EFL) with eight hours per week.

The syllabus of the English area for fifth graders is based mainly on grammatical content. The topics are taught in four terms in which the students develop the four language skills (listening, speaking, reading and writing). In addition, the English fifth grade teachers allow students to develop a writing task and a communicative goal according to the vocabulary and grammatical tenses worked in each academic term.

The school's syllabus centers on grammatical aspects that deter interaction among students in the English language, which justifies the need to develop their oral interaction skill in the EFL classroom. Reflecting on the results of the entry survey, I detected both positive and negative perceptions that students had regarding oral interaction in the English classes.

Rationale. I hope this research study contributes to the improvement of students' oral interaction by becoming more confident to speak English without feeling anxious or nervous. One of the requirements to increase student self-confidence is to provide them with specific language strategies to be able to cope with a conversational environment. Since students need to feel confident when speaking in English, it is relevant for them to interact orally about topics they are familiar with. Kids love stories and this is a meaningful resource to use in an EFL classroom to get the students involved and catch their attention. Students may feel motivated to develop their oral skills interacting and discussing the main idea of the story, retelling and creating a new ending for it.

Speaking is one of the productive skills in the English learning process. Through the speaking activities proposed in the teacher-designed worksheets, centered on storytelling, I might be able offer constructive feedback during oral interaction, without interrupting them with corrective feedback. The comments made by the teacher might help students correct and learn from their mistakes to do better in future presentations. Therefore, this study is

very meaningful for me because it encompasses stories as a useful and worthy tool to enhance the learners' oral interaction. Likewise, this study will help the EFL community of teachers as it describes a pedagogical intervention that gives students an opportunity to interact taking into account their academic and emotional needs, expectations, interests, and moral values.

Finally, this study intends to contribute to the research line on Materials Development and Didactics, ascribed to the research group Critical Pedagogy and Didactics for Social Transformation. Indeed, the study developed and implemented teacher-designed worksheets that were responsive to students' real and contextual academic, emotional, social and cultural needs that have far more possibilities to enhance students' motivation while orally interacting with their peers in an EFL context.

The next chapter deals with the literature review based on the three constructs supporting this Research Project, which are: Materials development, oral interaction and storytelling.

Chapter II

Literature Review

Due to the need of implementing materials to foster students' oral interaction, I decided to design my own materials. This study concerns how the development and implementation of teacher designed worksheets centered on storytelling enhanced fifth graders oral interaction. The following are the theoretical constructs that support this research project: Materials development, storytelling, and oral interaction.

Materials Development

Based on my experience, I noticed that students needed to get involved in meaningful exercises created by the teacher to maximize their communicative opportunities in the EFL classroom. Tomlinson (1998) referred to materials development (MD hereafter) as “anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake and to stimulate purposeful output” (p. 2). In light of this, the materials I developed were worksheets centered on storytelling, which provided rich language input and stimulated useful output for students' oral interaction.

MD is a demanding process since it involves theoretical insights and practical issues that aim at maximizing the learning of the English language. To this respect, Núñez, Téllez and Castellanos (2013) argued that “it [MD] demands an informed methodology that allows validating the efficiency, appropriateness and relevance of materials within the context of learning a language” (p. 10). As a result, this study encourages the creation of innovative contextualized materials to respond to student's particular needs and make them feel more confident while interacting orally with their peers and the teacher.

Materials. Teachers might become materials developers in relation to their specific students' needs. This leads me to say that materials highly contribute to both teaching and learning language processes. According to Tomlinson (2011):

Materials can be in the form, for example, of a textbook, a workbook, a CD-ROM, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned. In other words, they can be anything which is deliberately used to increase the learner's knowledge and/or experience of the language. (p. 2)

Materials provide input language and guide students to produce confidently their output language. My fifth graders are provided with purposeful materials like textbook, workbook, CDs, posters, raz-kids virtual platform, readers and photocopied worksheets.

Moreover, Núñez and Téllez (2015) affirmed that “the outcome of this process comprises materials like a book, a module, a didactic unit, a workshop, a worksheet, a lesson, or a learning task” (p. 57). In this line of thought, Núñez and Téllez (2009) identified “anything that teachers can do (creating or adapting)” (p. 28) as materials. In addition, Tomlinson (1998) claimed that “materials developers might write textbooks, tell stories, bring advertisements into the classroom, express an opinion, provide samples of language use or read a poem aloud” (p. 2). Hence, the materials I developed and implemented as the pedagogical intervention for this study were teacher designed worksheets centered on storytelling to foster students' oral interaction.

Materials requirements. Accordingly, materials designed by teachers need to examine the learning styles, the needs of the students and their strengths and weaknesses in the English learning process (Núñez & Téllez, 2008). In addition to this, Núñez, Pineda, and Téllez (2004) affirmed that “materials should explore students' personalities, learning styles,

languages development expectations, likes, dislikes, needs and the contexts they are embedded in” (p. 132). In addition to this, Núñez and Téllez (2009) stated that “effective materials make learners feel comfortable and confident because both the content and type of activities are perceived by them as significant and practical to their lives” (p. 184).

Therefore, the implementation of this research centered on the development of teacher designed worksheets to be applied with fifth grade students who have different learning styles and their major learning weakness is the lack of oral interaction in the EFL classroom.

Materials created by teachers should be contextualized in agreement with the students’ academic, social, cultural and emotional needs. In reference to this, materials that address learners’ genuine interests, knowledge, experience and understanding of language use create effective learning environments (Cárdenas, 2008; Núñez et al., 2009; Núñez et al., 2004; Tomlinson, 2003). In essence, I wanted to meet my fifth-grade students’ needs through the development and implementation of teacher designed worksheets centered on storytelling to catch their attention in the story and to encourage motivation and oral interaction.

Authentic versus non-authentic materials. Bearing in mind the communicative purpose in EFL classrooms to foster interaction, Tomlinson (1995) affirmed that “using language for communication involves attempts to achieve a purpose in a situation in which the content, strategies and expression of the interaction are determined by the learners” (p.15). In view of this, I provide students with oral interaction opportunities to express themselves in the follow-up activities and to solve problematic imaginative or unreal situations.

English teachers could implement authentic materials to reinforce the use of grammar and vocabulary. Gardner and Miller (1999) stated that authentic materials are

considered “any text (printed or digital) or tape which was produced for a purpose other than teaching the target language” (p. 101). Such materials could make students feel interested in the learning activities as they are real life items like magazines, newspapers, poems, songs, user manuals, and brochures. Additionally, Morrow (as cited in Gilmore, 2007) stated that “an authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort” (p. 4). Moreover, House (2008) affirmed that “non-language based authentic materials can be used very effectively to provide repetitive practice of target language. It all depends on how the task is defined” (p. 62). Bearing in mind the positive impact of authentic materials and considering my students needs and interests, I designed and implemented six worksheets centered on storytelling which allowed my fifth-graders to enhance their oral interaction by means of language used in day to day situations.

Materials that are created for teaching purposes are non-authentic materials (Montijano, 2014, Thomas, 2014). These are specifically designed and implemented by the teachers to facilitate students’ English language learning. This study implemented the use of stories found in readers and videos.

MD Framework. When developing materials, teachers should rely on generalized or well-accepted pedagogical criteria to do so. Núñez, Pineda and Téllez (2004) affirmed that:

Materials could lack a solid rationale if they are not constructed considering principles in which the teacher believes. It is by combining their theoretical background and their teaching experience in the development of their materials that they create positive conditions for

language learning. A combination of experience and theoretical background could guarantee a better developed product. (p. 131)

In reference to this, Núñez and Téllez (2009) proposed the following essential components for MD: “To carry out a needs assessment, to establish goals and objectives, to conceptualize content, to design the syllabus, to select and develop materials and activities, to organize content and activities, to assess and to evaluate the material success” (p. 177). Therefore, when creating or adapting materials teachers ought to consider theoretical pillars that guide or structure that production as a response to students' specific context, learning styles, multiple intelligences, etc. In relation to the material design and motivation, Núñez, Pineda and Téllez (2004) stated that we as materials developers “should call and maintain our students’ attention by using meaningful, well-elaborated, updated, challenging, enjoyable and relevant materials” (p. 131). Furthermore, Núñez and Téllez (2009) stated that “the effectiveness of materials used for language teaching depends largely on how meaningful, relevant and motivating they are to the learners” (p. 173). In this regard, I called my students’ attention through the design and implementation of six worksheets centered on storytelling, because the stories I told my students were appropriate for their age, taking into account real situations and their interests. The six worksheets implemented had a meaningful content, an attractive design, and they provided opportunities for interacting orally and also giving and receiving feedback.

Principles for MD. Teachers need to take advantage of the principles for Materials Development which state that materials should respond to the students’ needs through attractive and purposeful content. Tomlinson (1998) stated Second Language Acquisition (SLA hereafter) principles important for MD. I selected six of them which I considered the most relevant in the design and implementation of the materials for this research project:

Achieve impact through novelty, variety, attractive presentation, and appealing content. Help learners develop self- confidence. Facilitate student self-investment, which aid the learner to make efficient use of the resources to facilitate self- discovery. Provide opportunities for communicative purposes in L2, fostering thereby language use, not just usage. Regard students' emotions or affective screen and provide opportunities for outcome feedback. (p. 27)

These six MD principles were selected for the effectiveness and connection with the development and implementation of teacher designed worksheets centered on storytelling to enhance fifth grade students in an EFL context.

Evaluating and selecting materials. Teachers should constantly evaluate and select the appropriate materials to foster students' needs. Tomlinson (1998) stated that materials evaluation helps “to measure the value of materials and consists of attempts to predict whether or not the materials will work, in the sense that the learners will be able to use them without too much difficulty and will enjoy the experience of doing so” (p. 3). For this study, to evaluate and select materials become an essential stage to check out the progress of students' oral interaction through the implementation of teacher designed worksheets centered on storytelling. Rico (2005), Frederick and Olson (2006), and Núñez et al. (2009) underlined the importance of materials evaluation as it is an essential element to check if the expected objectives are reached when materials are designed by the teacher. In relation to this research project, I consider relevant and necessary to evaluate constantly, to select the appropriate materials for students' interests, and to adapt the worksheets to enhance their needs in regard to oral interaction.

Teacher-designed worksheets centered on storytelling. Students' age and their English proficiency guided me to enhance one of their main weaknesses in oral interaction through the use of a meaningful and enjoyable element which is storytelling. According to students' age, they felt motivated listening to stories, and retelling and creating a different ending for the stories. This was a beneficial strategy to implement the teacher-designed worksheets. It dealt with the general objective of this research which was to analyze the contribution of developing and implementing teacher designed worksheets based on storytelling to enhance the oral interaction of fifth graders in an EFL context. In the teacher-designed worksheets students were able to identify the main characters, highlight the main idea, retell the story, discuss the questions, create a different ending, become a more sensitive person identifying the moral of the story, and provide feedback to their peers. Thus, the worksheets were designed to enhance oral interaction through activities that promote students' thinking and organization of ideas before interacting orally with their peers.

The most relevant aspects to extract from the stories were the characters' roles, the chronological events, the goals, the meaning and the values of the stories to practice as a life teaching. Therefore, students could develop their imagination by thinking about a different ending for the story and a distinctive role for the characters of the story.

Once I have set out the definition of Materials Development in EFL, the next section defines Storytelling.

Storytelling

Storytelling is the art of narrating a story which stimulates interaction using gestures and body language. Thorat (2014) argued that "storytelling is a strategy in which the teller uses body and oral language to communicate a message to the listener" (p. 35). Storytelling

has been defined by The National Storytelling Network as “the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener’s imagination” (p. 1). According to this definition, storytelling “involves a two-way interaction between a storyteller and the listeners (as cited in Minazzi, 2015, p. 61). I am aware that storytelling is an enjoyable means to enhance students’ oral interaction by sharing and interpreting experiences.

Storytelling is a meaningful and motivating tool for children to be implemented in the English learning process in which the storyteller projects mental and emotional images by using spoken and body language. Wright (1995) claimed that “stories are motivating, rich in language experience, and inexpensive” (p. 3). In other words, stories motivate children to be attentive to the story and learn English while they are enjoying. As remarked by Vecino (2006), “Storytelling can encourage and motivate students to search more stories to read and tell as they increase their confidence to do it in the foreign language” (p. 264). Thus, fifth grade students could feel confident and motivated to interact orally by the stories used in the teacher designed worksheets in the EFL classroom.

At a more specific level and in an attempt to conceptualize storytelling, one could say that it is a strategy that facilitates the English learning by expressing thoughts and feelings. As affirmed by Thorat (2014), “Storytelling promotes child development through improving language, understanding about the world and learning about the psychological world about thinking and feeling” (p. 135). In view of this, fifth grade students are able to interpret the world provided by the stories in the designed worksheets. Those stories focus their attention on the moral and the solution of the story to pose imaginary or unreal situations.

Storytelling requirements. Storytelling entails functional communication to catch children's attention and to achieve a language connection between the storyteller and the listeners. Thorat (2014) highlighted that “non-verbal communications like an eye contact and emotional attunement occur in the process of storytelling helps in creating courage during difficulties, strong attachment bonds and secure relationships” (p. 28). In light of this, I pretended to promote an agreeable relationship between my students, the worksheets centered on storytelling and myself to establish a mutual emotional connection that allowed for oral interaction among students.

According to a Chinese proverb, “One picture is worth ten thousand words”. So, it is better to use images while telling a story. Thorat (2014) pointed out that the four I's that influence the art of storytelling are the following:

1. Immersion: It helps in delving deeper into the story through supplementary context and sensory experiences.
2. Interactivity: It allows children to become part of the narrative and possibly influence its outcome.
3. Integration: It is having a seamless connection among all platforms being used and going beyond just replicating content on different devices.
4. Impact: It inspires children to take action of some kind, e.g. believe in themselves, working hard etc. (p. 45)

Therefore, storytelling helps children to learn and grow and influences their mental and emotional abilities. Stories give children the experience to develop their imagination and they learn through a meaningful way by making connections with the characters, the actions and their emotions and moral values.

As I already mentioned, an elementary teacher in an EFL classroom needs to perform the role of a storyteller. Pedersen (1995) stated some stages to select and present stories: to prepare a suitable physical setting; to choose appropriate stories for children; to select stories with positive values; to study the stories' background; to introduce the setting of the story; to express enthusiasm and enjoyment; to concentrate on the voice; to maintain eye contact; to express movements with the body; and to test the stories.

These proposed stages were very helpful for this research in the selection of the stories and the appropriate planning for the activities in the designed worksheets.

Reasons to implement storytelling. I have observed that students enjoyed listening to short stories as they created a relaxed atmosphere; they also learned English words, common expressions, and grammar structures. With respect to the role played by teachers, Pedersen (1995) advocated teachers as storytellers and storytelling as a pedagogical method, especially when working with EFL children. Thus, Elementary EFL teachers should become storytellers to catch the students' attention and guide them to learn new vocabulary, English expressions, grammar structures and, in general, to enhance their oral interaction in an enjoyable oral environment.

The primary reason to propose storytelling in the EFL classroom is that short stories are motivating and resourceful as they can attract listeners' attention and promote communication. With reference to attention, Cooter (1991) stated that "the excitement and drama of storytelling provides a context that holds students' attention" (p. 73). In relation to this, Nelson (1989) discerned that storytelling "gives an appropriate example of how language can be used to make the ordinary unique" with a "wonderful interplay of language, experience, and story" (p. 389). As a result, my students might feel motivated and excited to express their ideas orally.

Storytelling in the EFL classroom. Storytelling encourages students to get involved in their learning process by means of the interaction in the EFL classroom. Barreto (2009) stated that “storytelling is a great option to successful learning because it is a good way to interact with children and encourages interaction among them” (p. 57). This leads me to say that storytelling involves children in a topic of their interest and they might feel motivated to interact orally in a spontaneous way within the EFL classroom which is the aim of this research.

Concerning the use of storytelling, it is usually implemented in the EFL classroom as a learning strategy which gives to students the chance to express and exchange their ideas orally. Following Wright's (1995) insights, “telling and reading stories to children is a central part of classroom life” (p. 10). Thus, giving students an issue to talk about and reconstruct the story in the classroom becomes fundamental for the implementation of this research study.

It is true that children love storytelling and it plays a crucial role in preparing children mentally and emotionally in historical episodes. Collins & Saxby (1994) ascertained that “storytelling is the commonality of all human beings, in all places, in all times. It is used to educate, to inspire, to record historical events, to entertain, to transmit cultural mores” (p. 1). Thus, implementing storytelling in the EFL classroom is central to this research study due to the positive impact it has on students' mood, even if its effect is temporary. Therefore, after stories are told by the teacher, students may be asked to recall details and sequence and hopefully to retell the story through oral interaction and propose alternative solutions to unreal and imaginary posed situations.

Once I have set out the definition of storytelling, the next section states the role of oral interaction in EFL classrooms.

Speaking

Speaking is an interactive process in which students need to express their ideas by talking and communicating their thoughts. Bygate (1987) claimed that “to test whether learners can speak, it is necessary to get them to actually say something. To do this they must act on knowledge of grammar and vocabulary” (p. 3). Students need to acquire language input that includes grammar and vocabulary, and also to be given opportunities to interact with confidence in their oral exchanges.

Students need to feel confident at the time they express their ideas with their partners and the teacher or to interact orally in a meaningful way. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning depend on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation, giving opinions or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). Considering this, doing research based on unreal or imaginary problematic situations generated in storytelling may promote fifth graders' oral interaction in an EFL classroom.

Teachers need to encourage students to perform an active role in the development of diverse skills through spoken activities. To this respect, Burn and Hill (as cited in Tomlinson, 2013), asserted that “speaking is a complex mental process combining various cognitive skills, virtually simultaneously, and drawing on working memory of words and concepts while self-monitoring” (p. 232). Thus, students need to develop this skill by working their cognitive and mental processes through the use of the English language during

the whole lesson. If students talk to their partners and to the teacher by using their mother tongue, the lesson focused on promoting oral interaction in English will be worthless; this is the main reason why students need to talk in English among themselves in the EFL classroom.

Having defined speaking and the implication of this skill in the students learning process, I discuss the relevance that oral interaction has in language learning.

Oral interaction. Oral interaction is an integral part of human communication to share feelings and build relationships. To this respect, Oliver and Philp (2014) remarked that “oral interaction is the spoken language that takes place between two or more people and, as the name implies, it is the type of speaking and listening that occurs in real time and in communicative exchanges” (p. 18). In light of this, fifth grade students could increase their oral interaction inside the classroom by talking about the story worked in English classes.

One of the reasons that hinder students' oral interaction is that the teacher talks too much and the chance students have to practice their speaking is shorter. Cullen stated that “too much teacher talking time deprived students of opportunities to speak” (as cited in Argondizzo, 2004, p. 114). In regard to oral interaction, this study intends to decrease the TTT and increase the STT through the development of the six teacher-designed worksheets centered on storytelling. Therefore, students need to concentrate on the teacher's talk to receive input that helps them understand and acquire the language and at the same time, the teacher engages students in oral interaction activities.

Students establish personal connections to encourage interaction in an EFL classroom. As contended by Bygate (1987), “Interaction skills involve making decisions about communication, such as: what to say, how to say it and whether to develop it, in

accordance with one's intentions, while maintaining the desired relations with others" (p.6).

This research promotes oral interaction to get students involved in communicative decisions.

Letting students talk might be a fundamental part in an EFL classroom. In this sense, Oliver and Philp (2014) mentioned that "oral interaction is integral to learning a language that contributes to language and literacy development" (p. 58). In addition to this, Núñez, Pineda and Téllez (2004) argued that "we should also keep in mind the type of interaction that our materials foster. Besides individual practice there must be opportunities for pair and group work that could maximize their chances of exchanging of information" (p. 130).

Taking this into account, I intended to help enhance students' oral interaction, by group work where students had the chance to interact orally exchanging information in relation to the stories told.

As a natural process in learning EFL, beginner students start their oral interaction by translating from their mother tongue into English; besides, oral interactive strategies promote this process as a fundamental component in human's real life. In relation to these characteristics, Mariani (2010) argued that oral interaction has features which distinguish it from all other communicative activities:

It includes spoken production and audio-visual reception. Interacting means constantly alternate the roles of speaker and listener. (...). It usually takes place in real time, so that interlocutors are faced with heavy cognitive, linguistic and sociocultural demands: they have to make sense of what is being said (decoding messages) while at the same time anticipating their response (encoding messages).

Strategies are a natural component of this management process. They include the sort of receptive and productive strategies which are typical of the nature of interactive tasks. (p. 11)

As stated above, oral interaction provides linguistic codes for the transmitter and receptor. Acknowledging this, promoting oral interaction through teacher designed worksheets centered on storytelling may contribute to enhancing students' spoken production as they take turns performing their roles as speakers or listeners.

Having defined oral interaction, I refer to the connection between oral interaction and storytelling in an EFL classroom in the next section.

Approaches to oral interaction. Student's oral interaction might improve if the teacher discusses with students how they feel in the speaking exercises developed during the lesson. Additionally, teachers and students should work together to foster meaningful environments for English learning to take place. Therefore, there must be a strong relationship between students and the teacher because they need to feel free to express their ideas and be confident to ask the teacher about their doubts. The teacher's role has to be appropriate as leader and helper to clarify students' questions, correct their mistakes, and give them feedback after their oral presentations. Teachers should monitor learners' speech production to determine what skills and knowledge they already have and what areas need to be improved.

The following chapter presents the methodological design of the research to enhance oral interaction among fifth graders through teacher designed worksheets centered on storytelling.

Chapter III

Methodological Design

The methodological design for this study was designed considering my fifth-grade students' needs, their age, their English proficiency level, and the lack of oral interaction in the EFL classroom. Thus, this chapter addresses both the Research Design as well as the Instructional Design which are presented below.

Research Design

This section starts with the description of the approach, and the type of study that best suits this research study. After that, it presents the characterization of the participants and, finally, the instruments employed to collect the data to answer the research question.

Research approach. This research project follows a qualitative approach, which implies a close relation with lived or felt experiences. The approach requires a description of the problem, data collection, analysis and the obtained results derived from the implementation of the worksheets with fifth grade students. Richards (2003) declared that “qualitative research demands rigor, precision, systematicity and careful attention to detail” (p. 6). Moreover, Merriam (1998) described four characteristics for qualitative research:

Qualitative researchers are interested in understanding how people make sense of their world and the experiences they have in the world, the researcher is the primary instrument for data collection and analysis, qualitative research usually involves fieldwork and it primarily employs and inductive research strategy (p. 7).

Similarly, Patton (as cited in Merriam, 1998) affirmed that:

Qualitative research is an effort to understand situations in their uniqueness as part of a particular context and the interactions there. This understanding is an end in itself,

so that it is not attempting to predict what may happen in the future necessarily, but to understand the nature of that setting. (p. 6)

In relation to this research project, the qualitative approach allows analyzing fifth grade students' needs at Agustiniano Ciudad Salitre School and the positive impact of the implementation of the worksheets centered on storytelling to foster oral interaction. In other words, this study adopts a qualitative research approach because the data analysis of the six worksheets implemented will be presented in a descriptive way presented in a descriptive way not using numbers or statistics like a quantitative research demands. I will present in-depth explanations of the analysis of the data that I collected during the implementation of the six worksheets centered on storytelling to foster my students' oral interaction.

Type of study. The action research guides the teacher to look for information about the strategies and methods used during the learning and teaching processes in any school. In this regard, Mills (as cited in Donato, 2003) argued:

Action research is any examination conducted by teacher researchers to gather information about the ways that their particular school operates how they teach, and how well their students learn. The information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment and on educational practices in general, and improving student outcomes. (p. 1)

In this regard, this research was conducted to enhance and bring effective changes in the oral interaction of fifth grade students at Agustiniano Ciudad Salitre School. Mills (as cited in Donato, 2003), developed the following framework for action research:

Describe the problem and area of focus, define the factors involved in your area of focus, develop research questions, describe the intervention or innovation to be implemented, develop a timeline for implementation, describe the membership of the action research group, develop a list of resources to implement the plan, describe the data to be collected, develop a data collection and analysis plan, select appropriate tools of inquiry, carry out the plan (implementation, data collection, data analysis), report the results (p. 1).

This framework was relevant for my research because these were the stages I followed for the development and implementation of the worksheets centered on storytelling to foster fifth grade students' oral interaction.

Participants. The participants of this research were students and the English teacher.

Students. This research was carried out with thirty fifth graders (18 girls and 12 boys), aged from nine to ten, at Agustiniano Ciudad Salitre School, in Bogotá, Colombia. Their English language level was intermediate; their reading and listening comprehension was acceptable, with respect to the writing skill, most students used the grammatical tenses properly in their written compositions and their vocabulary knowledge was acceptable for fifth graders. Nevertheless, students had difficulties with the speaking skill. During the observation stage, I realized that students did not establish oral interaction among themselves; on the contrary, they carried out speaking activities just by answering questions posed by the teacher. This implies that the teacher-student interaction was maximized, and the student-student interaction was minimized because the oral interaction moments for students were reduced during the English classes.

In spite of attending eight hours of English per week, fifth graders need to further develop their speaking production in oral exchanges; for this reason, the main objective of

this study was to enhance students' oral interaction by using didactic and innovative materials, which were teacher-designed worksheets centered on storytelling. It is relevant to mention that the fifth-grade students' parents were asked to fill the consent form (See Appendix C), to get their permission before the six worksheets implementation.

These students were selected by convenience sampling technique. As stated by Gravetter and Forzano (2015), "In convenience sampling, researchers just use as participants those individuals who are easy to get. People are selected on the basis of their availability and willingness to respond" (p. 147). In this regard, students were selected for their availability to study English eight hours per week and their willingness to participate in the study and raise their low oral interaction level in the EFL classroom.

Teacher as researcher and text developer. During the development and implementation of this research I assumed the role of a language teacher, a researcher and a materials developer. I have been an English teacher for nine years and my experience has been very gratifying. In relation to my professional career, it is necessary to become a researcher and a materials developer to meet students' language learning needs, interest, expectations, and learning styles and preferences. Taking this into consideration, it was necessary and relevant to establish a close relationship among these three roles: a language teacher who worries about my students' language learning process; a researcher who looks into my students' interests and a materials developer who creates suitable materials that supply the difficulties my students face in their oral interaction.

Data gathering instruments. To develop this study, the data gathering instruments selected were students' artefacts, field notes and audio recordings, which were triangulated. Additionally, a survey was administered as means to ratify the problem and as the onset to develop the worksheets.

Students' artefacts. Artefacts help teacher-researchers to evince students' progress in the language skill they want to enhance. To this respect, Given (2008) defined artefacts as "the materials used as evidence to document and record personal information of the society, people or a culture. Furthermore, Burns (1999) stated that this instrument is "a source of documents readily available to all language teachers ... that enables teachers to assess the progress which students make" (p. 140). Additionally, LeCompte & Preissle (1994) argued that artefacts are a "consisting of products people use, objects people make, and records of what they do, say, produce, or write" (p. 1). Finally, Lankshear and Knobel (2004) claimed that "artefacts are physical "props" people use to get things done within the contexts of their daily life" (p. 235). Therefore, the six worksheets I developed allowed me to keep registries of the students' scripts regarding the different topics of each short story, which might facilitate what they will talk about while currently interacting in class.

Field notes. It is an instrument that helps to identify specific details occurred in the English classes (See Appendix B). As Burns (1999) highlighted, "It can include different information, such as physical and non-verbal, besides it can include notes on the groups, structures and specific characteristics, interactions or events occurred into the setting" (p. 18). The notes I took during the research emphasized on the positive and negative students' reactions during the implementation of the six worksheets centered on storytelling.

Audio-recordings. It is a useful instrument that allows for the recording of the development of the English class in the precise time and does not dismiss relevant details. As Burns and Hopkins (1995) pointed out, this technique is very useful because it provides the researcher with exact information about the student's attitudes, students' interaction, and the actions students develop in the classroom when developing the activities. This allows the researcher to reflect about every single detail. The video recordings allowed me to observe

and analyze the development of the English class before, while and after the implementation of the worksheets centered on storytelling to foster fifth grade students' oral interaction.

Instructional Design. My concern in this research was the low level on my fifth-grade students' oral interaction. During the regular English classes, I noticed that I often did not give them chance to promote student – student interaction and regarding the idea of adapting authentic materials in the (EFL) classroom to enhance students' oral interaction, the pedagogical intervention I proposed for this research was the design and implementation of six worksheets centered on storytelling to enhance fifth graders' interaction in a private school. Thus, the instructional design entails a description of the pedagogical intervention which includes the general and specific objectives, as well as the explanation of the intervention as innovation, its pedagogical dimensions, the theoretical supports of the theory of language and learning, and the connection of the pedagogical intervention with the research enquiry.

Pedagogical intervention. It involved the design and implementation of six teacher-designed worksheets centered on storytelling to enhance fifth grader's oral interaction. The framework for materials development that is suitable for my study was the one proposed by Núñez and Téllez (2009) whose stages contributed to my pedagogical intervention.

According to Núñez et al. (2009), the Materials Development Scaffolding for a course in progress includes: “a) carrying out a needs assessment – analysis, b) developing the material: anything that teachers can do (creating or adapting), c) revising and evaluating the material, d) piloting the material and e) making adjustments” (p.28)

These components guided me in the process of elaborating my instructional design. First, I carried out a needs assessment in which I identified my students' needs in their English learning process which were used as the basis for the design of the materials

development. Núñez et al. (2009) ratified that “the needs analysis helps us identify elements of students’ target English situations in order to use them as the basis of materials development” (p. 29). In light of this, I analyzed my students’ learning needs and I noticed their poor performance in the speaking skill; thus, this pedagogical intervention was designed to foster oral interaction among them. Second, I designed the material, which is considered as anything that teachers can create or adapt. I created six worksheets centered on storytelling, which contained different exercises so that students identify new vocabulary, practice words, and engage in pre-, while-, and post- speaking. Third, I revised and evaluated the material because it was necessary to review the advantages and disadvantages that the material had in relation to the purpose of enhancing students’ oral interaction. Fourth, I piloted the material; the worksheets designed were implemented with a different group to check if students would achieve the expected results with the design of the proposed activities in the six worksheets centered on storytelling. Finally, I made the required adjustments according to the obtained results to implement different strategies and make changes to get better results.

Additionally, Tomlinson (1988) asserted that the Second Language Acquisition (SLA) Principles encourage the language learning process. The SLA Principles selected for my pedagogical intervention were as follows:

Achieve impact through novelty, variety, attractive presentation, and appealing content. Help learners develop self-confidence. Facilitate student self-investment, which aid the learner to make efficient use of the resources to facilitate self-discovery. Provide opportunities for communicative purposes in L2, fostering thereby language use, not just usage. Regard students’ emotions or affective screen; and provide opportunities for outcome feedback. (p. 27)

These six SLA Principles were selected because they supported my Pedagogical Intervention to promote useful resources for my students to facilitate their learning process in Second Language Acquisition.

Students need to feel motivated to improve in the foreign language. According to Núñez et al., (2009), “Teachers should do their best to develop the most effective, appropriate and flexible materials for their students” (p. 173). Under such circumstances, my pedagogical intervention caught students’ attention and made them feel curious and motivated through the didactic worksheets centered on storytelling. The worksheets increased their interest as students had to create a different ending and solve a problematic situation for each story.

Self-confidence contributes positively to the students’ learning process. Dulay, Burt and Krashen (as cited in Núñez et al., 2009) affirmed that “relaxed and self-confident learners learn faster” (p. 176). In this sense, with my pedagogical intervention, I intended to help and guide my students to feel more confident in their oral interactions to ease their learning process.

Students need to discover by themselves to take advantage of the resources facilitated by the teacher. Arnone (as cited in Núñez et al., 2009) claimed that “instructional design strategies should foster active exploration and discovery” (p. 176). In view of that, I provided students with attractive, meaningful content and opportunities to enhance oral interaction in small groups through the proposed activities in the worksheets.

Students need to increase their talking time through the opportunities provided by the teacher. In the same way, Harmer (2007) expressed the importance of the interactive activities to maximize student talking time (STT). In my pedagogical intervention, I

provided student talking time through oral interaction activities such as: retell the story, discuss problematic situations and create a different ending for the story.

When students express their emotions their learning process becomes easier. Harmer (2007) argues that course books that must consider students' previous knowledge, personal experiences, and cultural background. This led me to say that my Pedagogical Intervention encouraged students to relate their previous knowledge to new acquisition and express their personal experiences in relation to the story they were working on.

Students need to feel satisfied with their goals in the learning process. Small (as cited in Núñez et al., 2009) determined relevant “to give intrinsic and extrinsic reinforcement for effort by encouraging enjoyment of learning activities/experiences, providing formative/motivational feedback” (p. 178). My pedagogical intervention provided a follow-up exercise, which encouraged students to argue and interact orally with the issues related to the story, the problem-solving situations, and the moral values taught. It implied a formative process to motivate students to learn from the mistakes they made. The criteria that evidence these six principles appear in the self-assessment that students fill out at the end of each worksheet. The topics for the worksheets centered on storytelling were chosen according to the fifth-grade students' interests and the school catholic-oriented philosophy as follows: professions, values, sports, inside and outside free time activities (hobbies), and traditional celebrations.

Main instructional objective. To design and implement a pedagogical proposal by using teacher designed worksheets centered on storytelling to develop oral interaction among fifth graders' in an EFL classroom.

Specific objectives. This study stated five specific instructional objectives as follows: (a) to promote a learning environment to encourage students' oral interaction by the

use of storytelling; (b) to accomplish conversational strategies (oral interactive activities) proposed in the teacher designed worksheets centered on storytelling; (c) to familiarize students with the benefits of follow-up as a proactive tool to foster individual feedback and the chance to correct mistakes by themselves; and (d) to foster respect for each other's interventions according to the most relevant elements of the story and the students personal experiences.

Innovation of the intervention. Innovation refers to an original presentation which attempts the unsatisfied needs in a specific educational context. The innovation of my pedagogical intervention intends to fulfill my students' needs in their learning process in EFL achieving improvement in the level of their oral interactions. My pedagogical intervention was innovative because worksheets centered on storytelling to enhance fifth graders' oral interaction had not been implemented before at Agustiniano Ciudad Salitre school. Besides, involving learning strategies and SLA Principles in the design of the worksheets, it was also an innovative means to foster interaction among students through the use of authentic and non-authentic materials. As affirmed by Núñez et al. (2004), "Teachers as innovative professionals have the potential to explore their creativity by designing materials for their classes" (p. 130).

Also, innovation reflects the pedagogical process to apply the necessary and useful strategies for a specific difficulty in the learning process. Markee (2001) defined innovation as "proposals for qualitative exchange in pedagogical materials, approaches, and values that are perceived as new by individuals who comprise a formal (language) education system" (p. 120). The innovation of this research helped students to enhance their oral interaction because the activities in the worksheets engaged them in storytelling.

The innovation leads to improve failures in the pedagogical objectives in a specific context and with particular characteristics as well as implement innovative materials to satisfy the students' needs. Nicholls (as cited in Markee, 2001), defined it as “an idea, object or practice perceived as new by an individual or individuals, which is intended to bring about improvement in relation to desired objectives, which is fundamental in nature and which is planned and deliberate” (p. 120). In light of this, my instructional objective led the development and the implementation of a pedagogical proposal, which was planned to enhance oral interaction through worksheets centered on storytelling. As Markee (2001) argued, “it is better to define innovations in terms of qualitative change, a term which conveniently covers all three levels of innovate behavior” (p. 121).

Theory of the nature of language. The perspectives on the nature of language represent the different views of the language learning process. Tudor (2001) presented four different perspectives on the nature of the language; these are adapted according to the participants and the learning context. They are mentioned as Linguistic, Functional, Self-Expression and Culture and Ideology perspectives.

After analyzing the four perspectives of the theory of language, I decided to combine two of them in the pedagogical intervention: functional and self-expression. These two perspectives were selected because they had a meaningful connection with this study which intended to foster student's oral interaction through worksheets centered on storytelling.

Functional perspective. This perspective leads the language for specific purposes and focuses on the communicative goals for academic or professional tasks. Hymes (as cited in Tudor, 2001), placed language within the social context and as a means for members of a community to express their ideas, perceptions and values. This perspective fits this pedagogical intervention as it focuses on using the language for a specific transactional goal

and a pragmatic purpose. The former implies interacting orally among them sharing their own experiences. The latter entails communicating ideas orally according to a contextualized story.

To sum up, Tudor (2001) remarked that:

The decision to adopt a functional vision of language therefore needs to be evaluated not only in terms of objective relevance but also with respect to the dynamic interaction of this vision with the perceptions and concerns of the students in the here-and-now of their life both in and beyond the classroom. (p. 64)

As stated above, language learning in a classroom requires communicative purposes so students interact orally in their daily social context.

Self - Expression perspective. This perspective of the language learning leads the learner to construct individual connections to express feelings, preferences, and interests. Under this perspective, Tudor (2002) affirmed that "self-expression is a fundamental component of language use and the 'opening up' of a course to at least some degree of self-expression can help learners find a sense of personal meaningfulness in their language study" (p. 69). Therefore, the self-expression perspective allows learners to interact orally through the development of the activities in the worksheets where students feel interested in being part of the classroom when they interact orally expressing their emotions and stating the moral of the stories.

A hopeful classroom environment is made with a confident and warm relationship among the teacher and the students. Tudor (2001) declared that "A humanistic teacher would also try to create a warm and supportive atmosphere in the classroom so that students would feel confident to express their deeper personal feelings without fear of judgment or

rejection” (p. 67). In my pedagogical intervention, my role implied being a facilitator who created an enjoyable classroom environment, so students can trust the teacher and do not hesitate to speak about their personal experiences.

Theory of language learning. Language learning becomes an essential part in students’ learning process. Tudor (2001) stated that language learning is “a mental process that cannot be viewed in a concrete manner; we can hardly have straightforward contact to the process of learning as such” (p. 77). From my point of view, students keep their language learning as a cognitive process in an EFL classroom, where they learn to use English as a tool to communicate and express their ideas.

The visions of Language Learning have played an essential role in academic discussions. Tudor (2001) presented four different visions of the theory of Language Learning; these are adapted according to the language teaching procedures and learning activities. They are mentioned as experiential learning, analytical learning and habit formation: developing automaticity and the role of affect. After analyzing these four visions of the theory of language learning, I decided to combine two of them: Experiential learning and the role of affect.

Experiential learning. Communicative students develop their speaking skills through their experiences. Tudor (2001) claimed that “this perspective on learning is referred to as experiential learning in that it revolves around direct experience of the target language for communicative purposes as a basis for learning” (p. 79). In this regard, the communicative purposes for my pedagogical intervention focused on fostering students’ oral interaction discussing questions related to problematic situations about the book and also, they might share their own experiences related to the events happened in the story.

The experiential learning promotes the implementation of authentic materials and the development of communicative strategies during the English classes. Johnson (as cited in Tudor, 2001) claimed that the experiential approaches to learning rest on five principles: message focus, holistic practice, the use of authentic materials, the use of communication strategies, and the use of collaborative modes of learning (p. 79). In this respect, my pedagogical intervention developed communication strategies and implemented the use of authentic materials.

Students need to get involved in problematic situations to encourage the communicative purposes in EFL. Tudor (2001) affirmed that “Students learn a language to make a pragmatic use of it. This can be accomplished through communicative and problem solving activities that are relevant and meaningful for them in the present and in the future” (p. 83). According to this, the worksheets I designed had problematic situations in the stories and students were able to interact orally by socializing their experiences in the same context where the stories happened where students played the role of the main character and created a new ending imagining what would they do if they were this character.

The role of affect. Students express their feelings by communicating with others. Tomlinson (1998) affirmed that the “positive affective dimension is the key element or even the pre-requisite to understanding, effective communication and durable learning” (p. 56). I consider that the role of affect has a main connection with this study since the learning activities portray cognitive, psychological, and experiential factors that generate affective interaction with the learning process.

A nice environment in the classroom makes students feel confident to express their feelings, interests, and preferences. Berman (1999) established that experiences charged with strong emotions or feelings are more likely to be retained in the long-term memory. In

my pedagogical intervention, I focused on students' performance to get them to express their emotions through the activities developed in the worksheets. Besides, a comfortable environment allowed students to feel more confident expressing their ideas in relation to the aspects discussed in the story's events.

Methodological method and approach underlying the pedagogical intervention.

The approach mentioned above was complemented with the application of learning strategies to facilitate learning. They are a course of actions implemented by teachers to be specific in each learning task. Richards and Lockhart (1996) affirmed that "an important aspect of teaching is to promote learners' awareness and control of effective learning strategies and discourage the use of ineffective ones" (p. 63). In this regard, Oxford's (1990) affirmed that learning strategies are defined as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, and more transferable to new situations" (p. 63). In light of this, I applied the learning strategies related to the tasks to develop the worksheets.

The learning strategies selected for this pedagogical intervention were as follows: First, the memory strategies, which helped remember more effectively and store information; these involved specific activities like placing new words into a context, using imagery, semantic mapping, grouping and using key words. Second, the cognitive strategies, which helped use mental processes and produce new language; these entailed specific activities like repeating, practicing naturalistically, using resources for receiving and sending messages and reasoning deductively. Third, the affective strategies, which aided for managing emotions, attitudes, motivations and values; these encompassed specific activities like discussing feelings with someone. Finally, the social strategies, which help interacting and learning with others; these contained specific activities like asking for correction,

becoming aware of others' thoughts and feelings and cooperating with peers. These learning strategies were selected for the implementation of the six teacher-designed worksheets centered on storytelling to promote students' oral interaction.

Connection of the pedagogical strategy with the research enquiry. My instructional design is connected to the research question since storytelling encourages students to interact orally. It implies that students listen to the story, recognize the vocabulary, solve the worksheets and interact among them according to the main issues of the story.

Instructional phases. The instructional design of this study entails these phases: my classes observations and reflections, analysis of students' learning needs, sensitization students, apply the needs assessment (Initial Survey), ask for informed concerns, design of materials, pilot the first worksheet, make adjustments and the last phase implement the six teacher-designed worksheets based on storytelling.

Proposed material development framework. Several researchers such as Graves (1996), Masuhara (1998), Jolly and Bolitho (1998), Núñez et al. (2004), Núñez and Téllez (2009), Núñez et al. (2009) and Núñez et al. (2012) partly agreed on the recognition of needs; statement of objectives; definition of the methodological approach; selection of content and activities; the creation of activities; and revision, evaluation or assessment of the materials. Nonetheless, Graves (1996) included the resources and constraints; Masuhara (1998) considered the design of a syllabus; Jolly and Bolitho (1998) added the identification of a problem and the contextual realization of the proposed new; Núñez et al. (2004) involved the learning and teaching activities the materials required students to perform, type of participation, and way students use their background knowledge; Núñez and Téllez (2009) included the resources and constraints; and Núñez et al., (2009) and Núñez et al.

(2012) incorporated the issue of making adjustments. Thus, the pedagogical challenge I underwent was to come up with my own proposal of an MD rationale.

After carefully revising of the MD literature, that entails seven theoretical frameworks to develop materials, I decided to propose a framework to develop contextualized worksheets that considers the four consensual aspects of the scholars mentioned above. Besides that, I contemplated the piloting and adjustment of these worksheets based on both students' and teachers' observations made during the trialing, as proposed by Núñez et al. (2009) and Núñez et al. (2012). Finally, considering the catholic-oriented philosophy of the school in which this study was conducted, I decided to contemplate the set of values proposed in its PEI and the students' interests. Thus, my proposal includes these two-folded criteria, which is evident in the activities proposed in each worksheet.

Informed consent. Students were informed about this study and its corresponding pedagogical intervention to be implemented. Students' questions and doubts about the study were answered. Consent forms (See Appendix C) were given for them to read and sign before implementing the pedagogical intervention; however, as my students are children, their parents were the ones who signed the consent forms. Finally, as a researcher I remarked on the fact that the information gathered was kept in strict confidentiality and used for research purposes exclusively.

Sensitization. Students were notified about the pedagogical intervention and the details of timing and how the worksheets were presented and had to be developed. Also, I emphasized that these materials help them become familiar with the topics and the underlying methodology of the implementation in two sessions each worksheet.

Implementation of the materials. *The* time allotted for each of the worksheets was 2 sections of two hours each for a total of 24 hours of students' work and interaction with the materials. As can be seen in the sample of the worksheet, there was a warming up session to engage students both emotionally and cognitively; following, the materials offered language input for students to cope with the writing and oral texts. As all the lessons of the worksheet included pre-while and post oral interaction activities, students were gradually exposed to the language and the texts before asking them to produce. Besides that, the selected SLA principles were evident in the type of activities or interaction present in the worksheets. There were no constraints for the implementation since the classroom was equipped with the required human, physical and technological resources to carry out the activities proposed in the materials.

Sample of the worksheet

Worksheet N° 4

Which present will I wear for Halloween?

Name: _____ Date: _____ Grade: _____

Main objective: To interact orally to talk about Halloween.

Specific objectives:

- To recognize and use the vocabulary of costumes and accessories.
- To socialize and talk about favorite costumes.

Pre-interaction activities

1. Match the picture writing the number in the square.

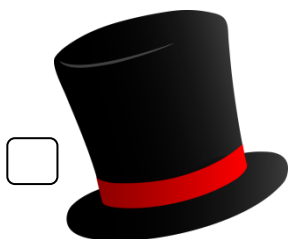
Learning Strategy: Using key words and imagery



1.Mask	6.Skull
2.Custome	7.Skeleton
3.Pumpkin	8. Sword
4.Candies	9. Hat
5. Lollipop	10. Crown

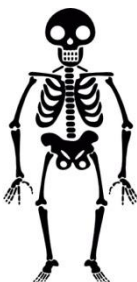


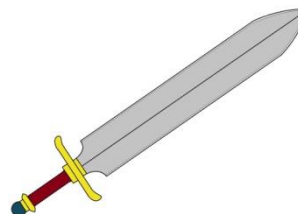














Created by: Lilian Marcela Barón Millán

2. Listen to the story told by the teacher and take notes about the main ideas. Compare your ideas with a partner. Be ready to share your ideas to the whole class.

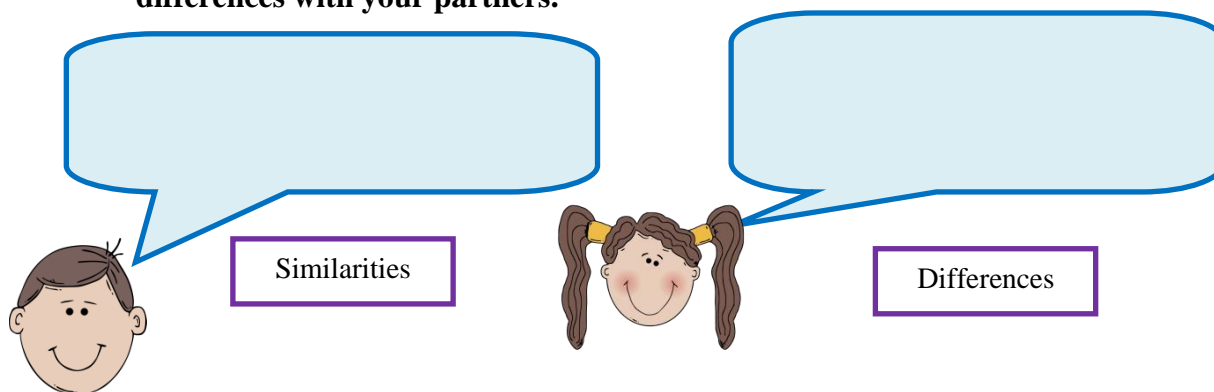
Learning Strategy: Taking notes and getting the idea quickly



3. Draw and tell a different ending for the story “Día de los muertos”

	<p>A different ending for this story is</p> <hr/> <hr/>
--	--

4. Compare this celebration to our celebration. Share the similarities and differences with your partners.



While-interaction activities

5. **Work in groups of three students. Each student chooses one of the parts of the story: *Start – Development – End*. Retell the story using the connectors below.**

Learning Strategy: Cooperating with peers



Start	Development	End
Once upon a time...	Then...	Finally...
This story starts...	After...	This story finishes...
To start...	Suddenly...	
	While...	
	As soon as...	

6. **In groups of three students, talk about:**



Learning Strategy: Discussing your feelings with someone else

- a. What has been your favorite costume? Why?
 - b. What will be the costume to wear this Halloween? Why?
 - c. How do you celebrate Halloween? What do you do that night?
 - d. What is the moral message of the story?
- e. Which values did you learn through this story?
- ☐ Love
 - ☐ Peace
 - ☐ Respect
 - ☐ Friendship
- f. How can you express the value(s) you learned from the story?



I express the value of by.....

7. Work in pairs. Complete the sentences using the words from the box.

Learning Strategy: Placing new words into a context



altar celebrate cemetery decorate remember traditions

- a. _____ to make something more attractive by adding color or an ornament.
- b. _____ to do something special to honor an event.
- c. _____ to think of something again, to not forget.
- d. _____ tables that are used for religious or spiritual purposes.
- e. _____ beliefs or customs that are passed down.
- f. _____ a place where dead people are buried.

8. Complete the chart with three costumes you have worn during your childhood. Then, talk to your partner and share with him/her your answers.

Example: When I was..... years old, I wore a costume of....., because...

	Option 1	Option 2	Option 3
Costume			
Reason	Because ...	Because ...	Because ...

Post-interaction activities

9. Classify the accessories into the following costumes.

sword boots patch skirt red nose horse
parrot big shoes broom hat gun wig

Pirate	Clown	Cowboy	Witch
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

10. Draw an original (Colombian) costume you would like to wear. Then, describe it orally to your partners.

11. Give and receive feedback from your peer. Draw a happy face 😊 if you can achieve the criteria for the oral interaction activities. If not, draw a disappointed face. Then, justify your criteria.

Criteria for oral interaction activities	Peer Feedback
I can interact orally while creating a different ending of the story with my partner.	
I can interact orally expressing the values and the moral message of the story.	
I can interact orally when answering questions asked by my peers and the teachers after retelling the story.	

12. Now, receive feedback from your teacher.

Criteria for oral interaction activities	Teacher Feedback
I can interact orally while creating a different ending of the story with my partner.	
I can interact orally expressing the values and the moral message of the story.	
I can interact orally when answering questions asked by my peers and the teachers after retelling the story.	

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Story selected from:

<https://learnenglishkids.britishcouncil.org/en/short-stories/dia-de-los-muertos>

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Self – Assessment		
	Yes	Need to Improve
The Worksheet		
It has a colorful and attractive design. <i>Tiene un diseño colorido y atractivo.</i>		
It lets students learn through a meaningful content. <i>Permite a los estudiantes aprender a través de un contenido significativo.</i>		
It presents learning activities that are well sequenced so as to help me become more confident in my learning process. <i>Presenta actividades de aprendizaje que están bien secuenciados con el fin de ayudarme a ser más confiado en mi proceso de aprendizaje.</i>		
It fosters the application of learning strategies to guide in the development of the activities. <i>Fomenta la aplicación de estrategias de aprendizaje para orientar en el desarrollo de las actividades.</i>		
It offers many opportunities to interact with my classmates and the teacher in the EFL classroom. <i>Ofrece muchas oportunidades para interactuar con mis compañeros y el profesor en el salón de clases EFL.</i>		
It provides opportunities for peer and teacher give me feedback. <i>Proporciona oportunidades para que los compañeros y el maestro me den retroalimentación.</i>		
Storytelling		
It helps me to explore the context, characters and experiences. <i>Me ayuda a explorar el contexto, personajes y experiencias.</i>		
It allows me to be part of the narrative and create a new ending. <i>Me permite ser parte de la narrativa y crear un nuevo final.</i>		
It motivates to actively participate in my learning process <i>Me motiva a participar activamente en mi proceso de aprendizaje.</i>		
It provides moral values that educate me and help me to become a more sensitive person. <i>Proporciona los valores morales que me educan y ayudan a que me convierta en una persona más sensible.</i>		
It allows to retell the story through oral interaction and suggest a different solution to real and unreal situations. <i>Permite volver a contar la historia a través de la interacción oral y proponer una solución diferente a las situaciones reales e irreales.</i>		
Oral Interaction		
I use the English language to interact with my classmates and the teacher. <i>Yo uso el idioma inglés para interactuar con mis compañeros y el profesor.</i>		
When interacting with my peers and the teacher, it permanently put myself into the speaker and listener role. <i>Al interactuar con mis compañeros y el profesor, de forma permanente a mí mismo pone en el papel hablante y el oyente.</i>		
Interaction demands simultaneous mental, linguistic and cultural efforts (to address diversity with respect). <i>Interacción exige esfuerzos mentales, lingüísticos y culturales simultáneos (para hacer frente a la diversidad con respeto).</i>		

Chapter IV

Data Analysis

Data-Analysis Procedures

This chapter presents the results obtained after analyzing the data collected along the implementation of this qualitative research. For the data analysis, I took into account the grounded approach to identify recurrent patterns, as well as to group and name the categories. Freeman (1998) stated that in the grounded approach, the data are collected “to look for meanings that surface through the process of naming, grouping the names into categories, and finding relationships among them” (p. 108). In light of this, the commonalities found in the three instruments (students’ artefacts, teachers’ field notes and audio recordings) guided me to name the categories and subcategories. Likewise, Charmaz (2014) argued that grounded theory allows the researchers to collect and analyze qualitative data to construct theory that emerges from the data itself. Therefore, I proposed some theory in light of the information that I analyzed and the examples that I found.

I also used the color coding technique as it lets the researcher look for commonalities and facilitates the categorization process. Bergaus (2015) claimed that color coding provides “a way of moving quickly from open coding to the next step of focused coding” (p. 119). The color coding technique allowed me to read the data carefully and focus my attention on the codes selected to look for similarities in the three instruments used during the implementation. It is worth mentioning that this technique requires assigning colored fonts to the codes for facilitating the classification. In this regard, Taylor (2003) argued that to reduce the data, it is necessary to “give each theme a different color, keep notes of emerging

ideas or patterns on how you are interpreting the data. (p. 6) Hence, I used keywords to analyze the relationships among concepts for each category and subcategory.

In the same line of thought, Lichtman (2006) asserted that “the codes emerge from the data via a process of reading and thinking about the text material” (p. 164). Burns (1999) stated that coding allows to “reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types” (p. 157). Finally, Saldana (2009) highlighted that a code is “most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language based or visual data” (p. 3). Consequently, I carefully read and compared the data to establish codes, which aided me to reduce the information and come up with categories and subcategories. According to Thomas (as cited in Núñez & Téllez, 2012), this data reduction responds to the necessity “to reduce ample/ broad raw data into concise data, to establish relations between the objectives of the study” (p. 61).

In addition, the triangulation facilitates the researcher to establish connections among the instruments. As Golafshani (2003) affirmed, triangulation is “typically a strategy for improving the validity and reliability of research or evaluation of findings” (p. 603). It is worth noticing that I used the methodological and theoretical triangulations suggested by Denzin and Lincoln (1994). On the one hand, the methodological triangulation involves mixing methods in the data gathering instruments to guarantee the validity. Denzin (1978) defined it as “the combination of methodologies in the study of the same phenomenon” (p. 291). This type of triangulation was essential to my study since the data was gathered and analyzed by means of three different instruments: field notes, students’ artifacts and audio recordings.

On the other hand, the theoretical triangulation involves the literature related to the categories and subcategories established. Flick (2014) claimed that “triangulation refers to combining different sorts of data on the background of theoretical perspectives, which are applied to the data” (p. 184). This type of triangulation was crucial for my study given that I supported both the findings and the evidences with different authors and theoretical perspectives.

Research Categories

After analyzing the data in light of the theoretical constructs that guide this research study, I organized the findings in three categories with their corresponding subcategories as I illustrate in the following table.

Table 1

Research Categories

Research Question	Research Categories	Research Sub-categories
How do the design and implementation of teacher-designed worksheets based on storytelling enhance fifth graders oral interaction in an EFL classroom?	Capitalizing on principled teacher-designed worksheets	Colorful, illustrative and meaningful content in innovative worksheets Structured strategy and feedback-based activities for confident oral interaction
	Accomplishing spontaneous retelling of stories	Context, characters and experiences to retell stories Educating in moral values to sensitize children

	Achieving oral interaction in English	Attaining personal experiences while interacting Students' awareness of cultural diversity
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Capitalizing on principled teacher-designed worksheets. As mentioned above, I designed six worksheets based on storytelling. The content and design of this material were adapted considering my students' needs, specifically their lack of oral interaction during the English classes. Islam and Mares (2003) declared that “there are always sound practical reasons for adapting materials in order to make them as accessible and useful to learners as possible” (p. 86). Similarly, Masuhara (as cited in Tomlinson, 2011) argued that “materials adaptation process can help teachers to become more aware, able, critical and effective in their teaching” (p. 261). Hence, the activities included in the worksheets were adapted in accordance with the students' characteristics to promote a meaningful and enjoyable learning experience.

This category entails two sub-categories: *colorful, illustrative and meaningful content in innovative worksheets* and *structured strategy and feedback-based activities for confident oral interaction*.

Colorful, illustrative and meaningful content in innovative worksheets. The six teacher-designed worksheets had a positive impact on the participants. This was evident in the students' attitude throughout the development of the activities, in the way they got engaged with the stories, and in their interventions when interacting orally with their peers. Tomlinson (2011) mentioned that “impact is achieved when materials have a noticeable effect on learners that is when the learners' curiosity, interest and attention are attracted” (p.

8). The data gathering instruments used in this study showed that the fifth graders were interested in listening to the stories and working on the oral interaction activities.

It is paramount that teachers keep students' motivation through delightful, innovative and meaningful materials. As discerned by Núñez, Pineda & Téllez (2004), "We should call and maintain our students' attention by using meaningful, well-elaborated, updated, challenging, enjoyable and relevant materials" (p. 131). My fifth- grade students enjoyed the worksheets, their attractive design and their meaningful content as can be observed in the following evidences:

The Worksheet		
It has a colorful and attractive design. <i>Tiene un diseño colorido y atractivo.</i>	✓	
It lets students learn through a meaningful content. <i>Permite a los estudiantes aprender a través de un contenido significativo.</i>	✓	

L: She affirms that the design of the worksheets called their attention because of the attractive design and colorful pictures. [sic] [Trans]

(Students' artifacts- self-assessment, first worksheet)

G: He expressed that the teacher-designed worksheets let students learn though a meaningful content. [sic] [Trans]

(Students' artifacts- self-assessment, first worksheet)

Students show interest solving the worksheets they express enthusiasm because the worksheets are colorful and the design call their attention. [sic] [Trans]

(Teachers' field notes- first worksheet)

These examples confirm that students liked the layout of the worksheet and they felt motivated to work on them. The following audio recordings also portray that students enjoyed the pictures and the activities included in the materials:

T: What is your opinion about the worksheet?

M: they are beautiful and have a lot of pictures.

OH: The worksheet is interesting and has very good activities.

[sic] [Trans]

(Audio-recording- first worksheet)

LA: For me, this worksheet is very beautiful.

AP: oh yes, I like the colors, the pictures and the activities and what is your opinion C?

CR: I think that the activities help me to learn a lot of vocabulary with the stories.

AP: I like the oral activities because I can talk a lot with my friends.




[sic] [Trans]




(Audio-recording- fourth worksheet)

The instances presented above show the positive impact that the teacher-designed materials had on the students. The self-assessment, the teacher's field notes and the audio recordings confirmed that the worksheets drew the learners' attention because they were innovative and meaningful. The novel activities, colorful illustrations, white spaces, engaging stories and contextualized topics encouraged the students to express their thoughts and interact with their classmates.


Structured strategy and feedback-based activities for confident oral interaction.

Students were encouraged to provide feedback to their peers as a formative component through the development of the post-interaction activities of each worksheet. To this respect, Brookhart (2017) argued that “feedback is an important component of the formative assessment process. Formative assessment gives information to teachers and students about how students are doing relative to classroom learning goals” (p. 1). Furthermore, Oliver and Philp (2014) affirmed that feedback “is an integral part of the whole process of oral interaction. Specially, feedback has been found to provide opportunities for second language learners to develop and correct different aspects of their language” (p. 86). By means of giving and receiving feedback, the fifth graders had the opportunity to interact orally with their classmates and, at the same time, improve their English. Let me illustrate some examples:

Criteria for oral interaction activities	Peer Feedback
I can interact orally while creating a different ending of the story with my partner.	
I can interact orally expressing the values and the moral message of the story.	
I can interact orally when answering questions asked by my peers and the teachers after retelling the story.	

Criteria for oral interaction activities	Teacher Feedback
I can interact orally while creating a different ending of the story with my partner.	
I can interact orally expressing the values and the moral message of the story.	
I can interact orally when answering questions asked by my peers and the teachers after retelling the story.	

(Students' artifacts- second worksheet)

It provides opportunities for peer and teacher give me feedback. <i>Proporciona oportunidades para que los compañeros y el maestro me den retroalimentación.</i>		
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(Students' artifacts- self-assessment, second worksheet)

The samples above show that the participants interacted orally and provided feedback to their peers recognizing their strengths and weaknesses through faces. This was achieved by creating different endings to the stories, retelling them, and expressing their values and moral. The students assessed their use of the English language via the interactive activities proposed in the worksheets.

I deem important to highlight that peer interaction has a positive influence on the students' feedback. According to Nassaji and Kartchava (2017), "Learner's mindset and the social dynamics of peer interaction are the most important factors affecting the impact of peer feedback" (p. 23). Therefore, the six worksheets that I implemented included peer and teacher's feedback so that fifth graders were afforded with either a positive comment or a suggestion to improve one or more of the criteria evaluated.

Moreover, feedback contributes to detecting students' difficulties concerning their learning process. To this respect, Klimova (2015) highlighted that "feedback should be an inseparable part of any assessment and course evaluation. It can be done formally and informally" (p. 173). In this sense, peer and teacher's feedback allowed the students to

identify the aspects they needed to improve and to have a more confident oral interaction as it is displayed in the excerpts below:

Students work in the same small groups for giving and receiving feedback. FR gives happy faces to AP for retelling the story and creating a different ending, but a face for doing it better expressing the moral of the story. [sic] [Trans]

(Teachers' field notes- second worksheet)

The worksheet allows students to receive feedback from their peers and from the teacher which is meaningful for students in the way they learn from their mistakes. [sic] [Trans]

(Teachers' field notes- third worksheet)

These examples reveal that giving and receiving peer and teacher's feedback followed by oral interaction activities had a positive effect because the students were able to identify the mistakes they were making.

LA: Ok. D. You did a good job creating a different ending of the story, expressing the values of the story and retelling the story. Very good. Congratulations. You have three happy faces.

D: Thank you for your feedback.

[sic] [Trans]

(Audio-recording- second worksheet)

MP: I consider you did a good job creating a different of the story and telling the moral of the story, but sometimes you didn't answer the questions good and you had some mistakes retelling the story.

OH: Ok thank you. You have three happy faces because you did an excellent work doing all the interaction activities.

JD: I think we worked very good together as a group and we interact orally in all the activities of the worksheet. [sic] [Trans]

(Audio-recording- fifth worksheet)

The audio recordings displayed above evidence that students had the chance to give feedback for oral interaction according to the development in each activity from the worksheet.

Having explained the importance of teacher-designed materials and feedback activities on students' learning process and oral interaction, I will explain the second category and its sub-categories which deal with the role of storytelling on the learners' oral interaction.

Accomplishing spontaneous retelling of stories. The six worksheets based on storytelling comprised exercises to solve before, while, and after the oral interaction activities. One of the most productive activities to enhance oral interaction was retelling the stories spontaneously, which Booth and Barton (2000) considered as an effective way that enables children to “reveal what a story they have just heard has meant to them” (p. 71). During the development of the six worksheets, the learners retold the stories by using the vocabulary acquired and the main ideas they understood from their plot.

This category is divided into two research sub-categories: *Context, characters and experiences to retell stories* and *educating on moral values to sensitize children*.

Context, characters and experiences to retell stories. Stories boosts the students’ imagination and create an enjoyable learning environment. In this regard, Davies (2007) mentioned that storytelling is “the best tonic for the imagination, and as such children find it exciting and fun. They have permission to go wherever they want, to explore language and learn about life in a safe environment” (p. 5). Similarly, Stephens and McCallum (2013) argued that:

Retold stories have important cultural functions. Under the guise of offering children access to strange and exciting worlds removed from everyday experiences, they serve to initiate children into aspects of a social heritage, transmitting many of a culture’s central values and assumptions and a body of shared allusions and experiences. (p. 3)

Thus, retelling stories permitted the students to explore diverse contexts, characters and experiences. Besides, the fifth graders showed that they could imagine and create

different endings to the stories, which was an exciting and meaningful activity for them. The following samples demonstrate that students were able to become part of the narrative of the stories, the characters, and the perspectives shown by working with peers, exploring their imagination, retelling the stories and inventing new endings.


5. Work in groups of three students. Each student chooses one of the parts of the story: **Start – Development – End**. Retell the story using the connectors below.

Learning Strategy: Cooperating with peers

Start	Development	End
Once upon a time...	Then...	Finally...
This story starts...	After...	This story finishes...
To start...	Suddenly...	
	While...	
	As soon as...	

(Students' artifacts- third worksheet)

Draw and tell a different ending for the story. Then, answer the questions asked by your partners and the teacher.




A different ending for this story is

There are many cultures
you should visit this places
are very interesting. And
remember are many friend
in the world

(Students' artifacts- third worksheet)

3. Draw and tell a different ending for the story "Carlos' First Thanksgiving"

Learning Strategy: Using resources for receiving and sending messages



A different ending for this story is

that the snowstorms stop and they can
go to buy the turkey and He was
thankful with god and the weather

(Students' artifacts- third worksheet)

It allows to retell the story through oral interaction and suggest a different solution to real and unreal situations. <i>Permite volver a contar la historia a través de la interacción oral y proponer una solución diferente a las situaciones reales e irreales.</i>	✓	
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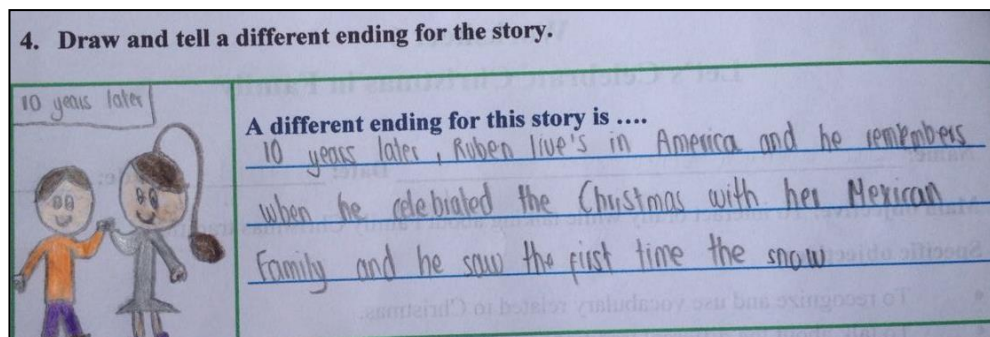
(Students' self-assessment- third worksheet)

As showed above, students were able to become part of the narrative creating a new ending and retelling the story through the development of the oral interaction activities. Most of the students checked positively with a tick this category on the self-assessment of the worksheets.

With regard to the students' facility to get involved in the stories and different contexts, Davies (2007) argued that "storytelling aids in the development of children's ability to interpret and understand events beyond their immediate experience. Children's perception changes as they 'make it real' and identify with the story on a personal level" (p. 5). Therefore, once the learners felt identified with the stories, they were encouraged to interact orally with their classmates while retelling the story and following the three worksheet's steps: The pre-while-and post-interaction activities. Let me consider an example of this:

The development of this worksheet gives students opportunities to interact orally in the EFL classroom. The exercise of retelling the story is very meaningful for students because they like to interact with their partners and they like to retell the story using their own expressions and ideas. [sic] [Trans]

(Teachers' field notes- second worksheet)



(Students' artifacts- sixth worksheet)

Students feel motivated by the story because they have the possibility to create a different ending, using their imagination and creating different possibilities for the development of the situations lived by the characters. [sic] [Trans]

(Teachers' field notes- third worksheet)

Students take some notes for refreshing the main idea of the story and then, they can easily retell the story. They like to work with their peers and having each one a part of the story to retell the most relevant situations occurred through the start, development and the end of the story. [sic] [Trans]

(Teachers' field notes- fifth worksheet)

Similarly, the following example evidences that students were able to retell the stories worked in class by means of their own words and the vocabulary they learnt from both the story and the pre-interaction activities.

MP: This story starts when Carlos was planning to enjoy the celebration of Thanksgiving with his family, after invited his neighbors to go to his house and eat together.

L: As soon as the night came, a big snowstorm came and they couldn't open the door to go to Carlos house and everyone was sad because their plans for Thanksgiving dinner were ruined.

S: Finally, they took the snow from the road and took some food to Carlos house and everybody was happy to enjoy the Thanksgiving dinner together. [sic] [Trans]

(Audio-recording- second worksheet)

DE: This story starts when a family loses an important person and celebrates "Día de los muertos". This celebration starts on November 1st and finishes on November 2nd.

JR: In this celebration, the people go to the cemetery, eat candies with their costumes, dance and sing.

SF: Finally, the people go to celebrate "Día de los muertos" feel better because they remember the people who died and are friends or family and this is a special celebration to make a party to remember the day. [sic] [Trans]

(Audio-recording- fourth worksheet)

JP: This story starts with a girl called Maria that wanted to celebrate Christmas with her family that lives in Mexico.

L: Later, her family arrived to her house and then they went to the church. After, Maria found Mr. Lewis who was a man and he was very sad because he didn't have family and his son lived very far away.

J: This story finishes when Maria and her parents decided to invite Mr. Lewis to their house and celebrate Christmas with them and eat a delicious dinner together.


[sic] [Trans]

(Audio-recording- sixth worksheet)

The audio recordings displayed above evidence that students used the connectors from the worksheet to retell the story by three parts: start, development and end. Having explained the importance of experiences to retell stories, I will explain the second sub-category which deals with moral values to sensitize children.


Educating in moral values to sensitize children. Students might become morally educated through stories. Rahim and Rahiem (2012) affirmed that “stories are effective in providing role models, opportunities to discuss moral dilemmas, and have the potential to contribute significantly to the moral education of children and adults” (p. 455). The fifth graders were able to make moral decisions and express the value learned through the stories as illustrated in the following pieces taken from a student’s artifact.

6. In groups of three students, talk about:




Learning Strategy: Discussing your feelings with someone else

- What has been your favorite costume? Why?
- What will be the costume to wear this Halloween? Why?
- How do you celebrate Halloween? What do you do that night?
- What is the moral message of the story?
- Which values did you learn through this story?
 - ☐ Love
 - ☐ Peace
 - ☒ Respect
 - ☒ Friendship



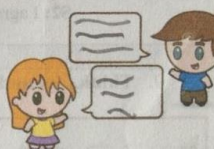
(Students’ artifacts- fourth worksheet)

6. In groups of three students, talk about:



Learning Strategy: Discussing your feelings with someone else

- What is the moral message of the story?
- How would you celebrate Thanksgiving if you were Charlie?
- Which values did you learn through this story?
 - ☐ Respect
 - ☐ Gratitude
 - ☒ Friendship
- Name actions how you can express the value you learned.



I express the value of friendship doing this:
with persons that you appreciate stays with you
in good an bad times with you.

(Students’ self-assessment- second worksheet)

Thank you mom for... make my food	Thank you Mrs marcela for teach us.	Thank you Mr mauricio for be our favorite teacher.	Thank you St for be my friends
Thank you Paula lina, for your friendship	Thank you Candy-mata for your company.	Thank you god for this new day.	Thank you cleaners for clean the school

Created by: Lilian Marcela Barón Millán

(Students' artifacts- second worksheet)

The activities shown above enhanced oral interaction because they allowed students to talk about the moral of the story. They not only conveyed their opinion regarding the values presented in the stories, but also explained how these values were present in their real lives. By the same token, the example below shows that most of the students ticked the self-assessment to confirm that the stories provided them with moral values.

It provides moral values that educate me and help me to become a more sensitive person. Proporciona los valores morales que me educan y ayudan a que me convierta en una persona más sensible.	✓	
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(Students' artifacts- self-assessment, fourth worksheet)

Concerning the relevance of stories when introducing values to children; Kilpatrick, Wolfe and Wolfe (1994) argued that “the dramatic nature of stories enables us to ‘rehearse’ moral decisions, strengthening our solidarity with the good” (p. 24). My students learned moral values through the interactive activities that I proposed as can be observed in the next excerpts taken from the field notes.

This exercise helps students to become more sensitive people because they identify the moral of the story worked during the English class and to recognize the values reflected on the situations lived during the development of the story.

[sic] [Trans]

(Teachers' field notes, second worksheet)

Students shared their ideas about the moral of the story respecting the different traditions for dead people, and then they, interacted orally expressing the values learned through the story. MM says that she learned the value of respect when the characters of the story create and decorate altars for their dead relatives. [sic] [Trans]

(Teachers' field notes, fourth worksheet)

The evidences above demonstrate that the students identified the moral of the stories and respected the traditions and customs presented. The children also affirmed that they learned the value of respect by accepting their friends' opinions and sharing their perceptions. The following samples of audio recordings demonstrate that the participants interacted orally by sharing their perceptions of the moral presented in the story, and explaining both the values they learned and the way they experienced those values in their real lives.

V: Did you like the story?

D: Yes, I do

V: What do you think is the moral of the story?

T: I think that the moral of the story that we have to respect the other cultures and the other physical appearance and Diana what do you think?

D: I think the respect is also important for the people who died and you Valeria?

V: I think that we have to learn about the world to have a better life. And which value did you learn through the story?

T: I learned the value of love by expressing with our families and you Diana?

D: I express the value of respect by listening to others and you Valeria?

V: I express the value of friendship by having good moments with my friends.

[sic] [Trans]

(Audio-recording, third worksheet)

S: The moral of the story is that we need to respect the place we are living.

A: I think that we need to respect the nature, the water, the trees and the flowers.

S: The value that I learn with this story is respect because as I said in the last question we have to respect everything God gives us. And you E?

E: I learn the value of respect too because we need to take care of the water because if I don't have water I can't drink or take a shower.

S: I express the value learned by not wasting water or cutting down the trees. And what about you?

A: Me too. It's very important don't waste water when I am washing my hands or taking a shower.

E: I express the value by loving the nature because we receive the oxygen from the trees.

[sic] [Trans]

(Audio-recording, fifth worksheet)

J: The moral of the story is that we have to love our families and get together to celebrate Christmas with them and what do you think C?

C: I think that the moral of the story is that we need to include all the members of the family and what is your opinion O?

O: I think that the moral of the story is that we have to love our families and friends because they have a lot of things to give us.

J: I think that the value of the story is peace because we have to love in peace with all the people who we love because that is a rule for a good relationship.

J: I think that the value of the story is the love because in the family when we celebrate we feel love to stay together.

C: For me the value is the gratitude because we need to be friendly and gratitude with the other people and your opinion Oscar?

O: I think that the love is the most important value for the family.

[sic] [Trans]

(Audio-recording, sixth worksheet)

The subsequent category and sub-categories cover the third construct that frames this research study: oral interaction.

Achieving oral interaction in English. It is necessary to maximize the time that students use for talking to their classmates in the foreign language so that they are able to improve their oral interaction. Hall (2011) claimed that:

The balance of teacher talk and student talk (or teacher talking time (TTT) and student talking time (STT) is also a matter of some debate. Typically communicative and interaction-based approaches to ELT have suggested that teacher talk should be minimized in the classroom, thereby providing opportunities for learners to talk, and to practice and produce language. (p. 11)

As well as this, Cullen (as cited in De Bartolo, 2004) asserted that “teachers have indeed been criticized for their excessive talking time and have been advised to talk as little as possible in the belief that too much teacher talking time deprived students of opportunities to speak (p. 4). Accordingly, the worksheets that I implemented were designed specifically to provide the students with the opportunity to speak as much as possible, thereby reducing the teacher’s oral interventions.

This category is featured by two research sub-categories: *Attaining personal experiences while interacting* and *Students' awareness of cultural diversity* which are described in the following paragraphs.

Attaining personal experiences while interacting. It is vital that teachers permit students to express their personal experiences so that they straighten their oral interaction. Orlich, Harder, Trevisan, Brown and Miller (2016) stated that “students need to learn how to express their ideas and to incorporate discussion skills effectively. Reflection comes from interaction” (p. 254). The instance below shows that the fifth graders were able to talk to their classmates about their personal experiences and preferences relating different professions, as well as their reasons for choosing them.

6. Complete the chart with three options of your possible professions for your future and explain your reasons. Then, talk to your partner and share with him/her your answers.

Example: When I grow up, I want to be a doctor
Because I love to help people and I like to do surgeries

	OPTION 1	OPTION 2	OPTION 3
PROFESSION	Vet	Computer programmer	Fireman
REASONS	Because I love to help animals and like the pets and animals.	Because I love computation and the video games.	Because I love the extreme things for that reason I want to be a fireman.

(Students' artifacts- first worksheet)

8. Complete the chart with three costumes you have worn during your childhood. Then, talk to your partner and share with him/her your answers.

Example: When I was..... years old, I wore a costume of....., because...

	Option 1	Option 2	Option 3
Costume	Vampire	superwoman	Princess
Reason	Because ... cause fear and drink blood.	Because ... is a superhero, she rescue people	Because ... is a beautiful and life in a castle

(Students' artifacts- fourth worksheet)

9. Work in groups of three students. Draw your favorite actions celebrating Christmas with your family. Be ready to share your work with the whole class.



(Students' artifacts- sixth worksheet)

In the same way, most of the students declared that they were able to interact orally with their classmates and teacher when working on the pre-while-and post-interaction activities proposed in the six teacher-designed worksheets.

It offers many opportunities to interact with my classmates and the teacher in the EFL classroom.

Ofrece muchas oportunidades para interactuar con mis compañeros y el profesor en el salón de clases EFL.

✓

I use the English language to interact with my classmates and the teacher. <i>Yo uso el idioma Inglés para interactuar con mis compañeros y el profesor.</i>	✓	
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(Students' artifacts- self-assessment, fifth worksheet)

Most of the students enjoyed interacting orally by sharing their personal experiences about their free time activities, professions, the costumes they wore during their childhood and the customs they have for celebrating Christmas as can be appreciated in the following teacher's field notes.

Students interact orally by talking about their personal experiences and likes about the indoor and outdoor activities they prefer. LA expressed that in her free time she likes to listen to music, watch TV and read. On the weekends her outside activities are skating, jumping rope and play bowling. [sic] [Trans]

(Teachers' field notes - second worksheet)

Students express their favorite actions for celebrating Christmas, then they share their ideas with the whole class and they mention: decorating the Christmas tree, singing Christmas carols and opening presents. [sic] [Trans]

(Teachers' field notes - sixth worksheet)

Moreover, the subsequent audio recordings reflect that students found differences and similarities when they expressed their personal experiences interacting orally:

J: My favorite costume has been Harry Potter because in 2010 it was a powerful character for me and what was your favorite costume?

E: My favorite costume was Spiderman because I really liked him and his superpowers. What will be the costume you wear next Halloween?

J: I will wear the costume the costume of Captain America because he is a superpower character.

E: Next Halloween I will wear the costume of Goku because I really like his powers and his hair.

J: I celebrate Halloween with my family together in my house and we go outside to collect candies and then we do a party of the celebration of my cousin's birthday.

[sic] [Trans]

(Audio-recording, fourth worksheet)

S: I recycle at home by putting the bottles in a special can and in my school I recycle by putting paper in the corresponding trash and you E?

E: I recycle by putting the bottles and the lids at the plastic trash. What about you?

A: I reuse the papers and do math exercises.

S: I take care of the planet watering the plants of my house, what do you do at home?

A: I help the planet unplugging the electrical devices when I am not at home.

E: I help the planet not wasting water when I take a shower.

[sic] [Trans]

(Audio-recording, fifth worksheet)

O: I don't have any familiar traditions because I don't celebrate Christmas and you J?

J: My Christmas familiar traditions is that we get together and sing songs and we eat natilla and buñuelos and sometimes ajiaco or paella and your celebrations Crsistian?

C: I get together with my uncles and grandfathers and we sing Christmas songs. Oscar do you travel for celebrating Christmas?

O: I don't travel to anywhere in Christmas but I have some familiars to come to my house and we celebrate together and you J?

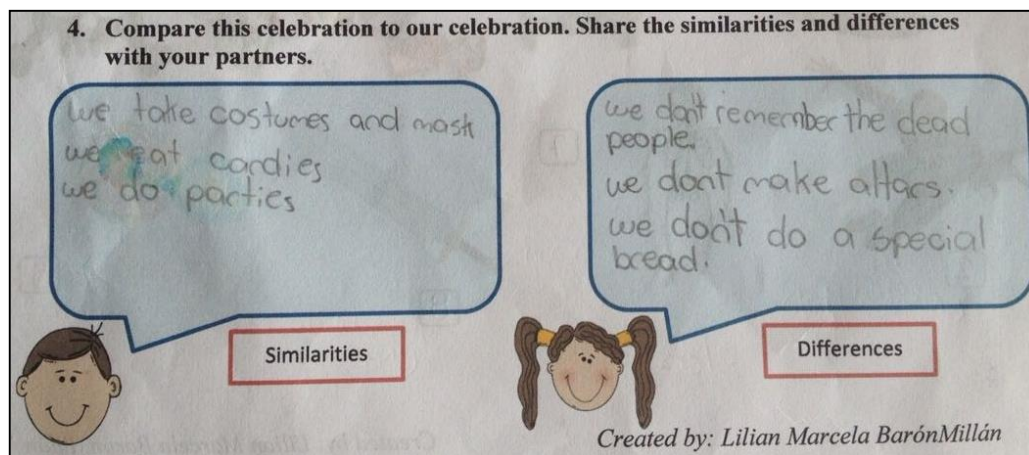
J: I don't travel to celebrate Christmas in other country because in my family is a rule to go to my grandparents' house and celebrate together and no travel to any place.

C: I travel with my parents and my grandparents and we celebrate with all my family in the house of my cousins. [sic] [Trans]

(Audio-recording, sixth worksheet)

Having explained the impact of attaining personal experiences while interacting orally, I will explain the second sub-category which deals with students' awareness of cultural diversity.

Students' awareness of cultural diversity. Students recognized their own culture and showed respect for the cultural diversity around the world. Davies (2007) sustained that "storytelling helps children appreciate different cultures; in addition to helping them examine and value their own personal heritage" (p. 6). Correspondingly, I noticed that learners became more sociable as they worked on the activities; they respected diverse ways of thinking, and recognized that people behave according to their customs and traditions. Take for example the following pieces of the students' artifacts:



(Students' artifacts- fourth worksheet)

10. Draw an original (Colombian) costume you would like to wear. Then, describe it orally to your partners.



(Students' artifacts- fourth worksheet)

6. Work in groups. Ask to your partners about their Family Christmas traditions. Follow the example.

Learning Strategy: Cooperating and accepting others' thoughts and feelings



Example: What are your family Christmas traditions?



Question	My Christmas Traditions	Partner 1 Christmas Traditions	Partner 2 Christmas Traditions
How do you feel celebrating Christmas?	Happy and excited	Truly nervous	Happy because it's my favorite holiday
What is your Christmas dinner?	Turkey	Ponnisca or tamales or pasta	Turkey
Do you eat natilla or buñuelos?	buñuelos	both of them	Buñuelos
What gift do you want for this Christmas?	a professional camera	Wii games	clothes
What time do you open the presents?	12 O'clock of the 24th of December	12 O'clock	12:00 pm
What do you like the most of these celebrations?	Share with my family	Stay with my family and open the presents	The presents

(Students' artifacts- sixth worksheet)

These samples reflect that fifth graders recognized the cultural diversity and shared the similarities and differences they found with their own culture talking about their traditions for Holidays. In addition, most of the students affirmed in the self-assessment that they accepted the others' points of view and feelings:

Interaction demands simultaneous mental, linguistic and cultural efforts (to address diversity with respect). <i>Interacción exige esfuerzos mentales, lingüísticos y culturales simultáneos (para hacer frente a la diversidad con respeto).</i>	✓	
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(Students' self-assessment- sixth worksheet)

In light of this, it is essential that teachers allow the students to convey their opinions and help them to recognize their own culture. McGrath (as cited in Wang, 2005), declared that learners must be afforded with “the chance to speak about their native culture in English” (p. 71). During the implementation of the worksheets, the participants enhanced their oral interaction by sharing their traditions for celebrating holidays as presented in the following instance from the teacher's field notes:

The story worked through the development of this worksheet guides students to be respectful of the cultural diversity and they get used to identify customs of different countries around the world.

[sic] [Trans]

(Teachers' field notes- third worksheet)

Students respect diversity while they are interacting orally talking about their traditions to celebrate Christmas and the varying costumes their relatives have for this holiday.

[sic] [Trans]

(Teachers' field notes- sixth worksheet)

Students demonstrated their awareness of cultural diversity while interacting orally

with their peers as they reflected on their own culture as can be observed in the next examples:

JF: I select Kipanik. Some of the similarities between the child and me are that we have the same color of the skin and some of the differences between he and me are that he eats carobou and I eat meat. And what about you C?

CR: The differences between Kipanik and me are that I have a... I have a dog and he has a wolf. The similarities between Kipanik are that we are boys. What is your opinion O?

OH: I have chosen Chong Yong because we both are young and we are strong and the differences are that we are from different countries and of course we have a different culture. [sic] [Trans]

(Audio-recording, third worksheet)

JF: I think that we have to have friends around the world and we have to respect the traditions, the cultures and the differences between the countries.

OH: Would you like to live in a different country?

CR: Yes, I would like to be born in USA, because it is more beautiful and have more opportunities and chances for the life. What do you think O?

OH: I think USA too, because it has a lot chances to born there, if you give a chance to born there and get back to come, I wouldn't. What about you J?

JF: mmmm... no. I don't wanna be born in another country, because I love the traditions, the... all of this country Colombia. I love this country. [sic] [Trans]

(Audio-recording- third worksheet)

L: The costume that I drew was a marimonda because Colombian people wear it to represent a happy and funny carnival of Barranquilla.

O: It's a nice Colombian costume. I drew a campesino dress. It is a typical dress for women and the have long hair with a braid.

[sic] [Trans]

(Audio-recording, fourth worksheet)

This audio recordings show that students recognized their own culture and addressed diversity with respect by accepting the differences among family traditions for celebrating Christmas.

Having described the categories and subcategories that emerged from the data analysis, it is possible to identify how the students took advantage of the teacher-designed materials to interact orally with their classmates. The subsequent chapter comprises the conclusions and pedagogical implications of this research study.

Chapter V

Conclusions and Pedagogical Implications

This chapter presents the conclusions of my pedagogical intervention in connection with the research question that framed this study: How do the development and implementation of teacher-designed worksheets centered on storytelling contribute to fifth graders' oral interaction in an EFL classroom? It also covers the pedagogical implications for the school where I conducted this research, the ELT community and for me as a teacher-researcher.

Conclusions

Through the development of this study, I noticed that storytelling was a key factor to promote oral interaction in the EFL classroom. The students interacted with the teacher by asking questions or clarifying their doubts. However, the student-student interaction had a more significant impact on their ELT learning process because it allowed the fifth graders to talk about their perceptions of problematic situations, create different endings for the stories, share their ideas regarding the moral of the stories and socialize their own experiences.

Similarly, the design and implementation of the six Teacher-Designed Worksheets allowed me to recognize the considerable necessity of including the learning strategies. Each activity developed in a regular English class has a specific purpose and it is relevant to implement different learning strategies to enhance students' oral interaction in their English language learning process.

In regard to materials development, I concluded that fifth graders enjoyed the implementation of the worksheets, the colorful images, the meaningful content and the

learning strategies proposed because these aspects afforded the students with the necessary tools to convey their ideas, thereby increasing their oral interaction and assuring their self-confidence. Efficient materials make learners feel confident as a result of content and type of activities are discerned by them as meaningful and functional to their lives (Núñez and Téllez, 2009) Thus, the worksheets implemented were relevant to the students as they encouraged the learners to express themselves and interact with their classmates.

In terms of storytelling, I determined that stories motivated the fifth graders to explore their imagination. To this respect, storytelling can motivate students to enquire stories to read and tell as they raise their confidence to do it in the foreign language (Vecino, 2006). In view of that, the students got involved in the activities proposed and retold what they understood from them. Besides, the learners felt encouraged to invent different endings, which contributed to their oral interaction.

Concerning oral interaction, I observed that the six teacher-designed worksheets were essential to stimulate the students to speak in English because they included many activities that increased their talking time. Cullen (as cited in Argondizzo, 2004), stated that “too much teacher talking time deprived students of opportunities to speak (p. 114). Hence, the activities proposed were focused on providing the children with the opportunity to speak and interact with their peers. Moreover, the stories worked in class allowed the fifth graders to become aware the cultural diversity and recognize that all people behave differently depending on their customs and traditions.

Pedagogical Implications

This study had a positive impact on my role as a researcher because it guided me to reflect upon and analyze my daily teaching practice as well as to observe and analyze my students' language learning difficulties. Additionally, this study was beneficial to my role as an English teacher since I gained knowledge in designing non-authentic materials supported by learning strategies and authentic materials to address my students' weaknesses and maximize their EFL learning process.

Furthermore, the implementation of the six teacher-designed worksheets had a positive result in my students as they took advantage of the oral interaction activities by working in small groups and talking about the personal experiences in relation to each story. Besides, they were able to create a different ending and retell the stories using the vocabulary acquired during the pre-while-post interaction activities.

Likewise, this research study had a convenient pedagogical contribution for the English teachers at Agustiniano Ciudad Salitre School since it provided an innovative pedagogical intervention that contemplated adapting and designing materials to tackle the difficulties that students presented during their English learning process and the corresponding development of their language skills.

Limitations

The implementation of the six worksheets that I designed on the basis of storytelling was affected by some limitations related to time because the school carried out various extra-curricular activities during the English classes; hence, some of the sessions had to be postponed and the implementation of some worksheets took a longer time. Additionally, due

to the activities that required to be developed along the last academic term, I had to change some of the sessions. Another limitation for this study was that some parents complained about the use of the books and the platform was stopped.

Further Research

For those teachers who are interested in developing a research study focused on any of the three constructs that I worked on: Materials development, storytelling, or oral interaction; I suggest bearing in mind the students' preferences before designing the materials and the activities so that they learn in a meaningful way. It is also worth mentioning that EFL teachers should give the students the opportunities and spaces to convey their perceptions by interacting orally with their peers in the foreign language.

In view of that, I posed two possible questions that might guide future researchers who want to conduct studies regarding storytelling and students' oral interaction: What does the design and implementation of teacher-designed contextualized posters, based on storytelling, enhance students' oral communication? and How do the design and implementation of big-books focused on children experiences contribute to foster students' oral interaction?

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Appendix A: Initial Survey

NAME: Lilian Marcela Barón Millán

This survey intends to ratify the problem founded in the Speaking Skill in English as a Second Language of fifth grade students of the Agustiniano Salitre School. This research project aims to enhance students' oral interaction through teacher designed worksheets centered on Storytelling. The information of this survey will be kept in total confidentiality.

RESEARCH QUESTION: How do the design and implementation of teacher designed worksheets centered on storytelling contribute to fifth graders' oral interaction in an EFL classroom?

OBJECTIVES:

* To explore the contribution of teacher designed worksheets centered on storytelling to Fifth graders oral interaction in an EFL context.

*To explore conversational environments for students to interact orally about the story issues.

*To discover linguistic and language resources which contribute a productive story time.

*To analyze the obtained results after story time lessons and my students' opinions about their learning experience.

Dear student:

The following is a survey designed to clarify your needs and interests in your English learning process. Please be honest and answer the most appropriate answer for you.

1. How do you consider is your level in the English language?
 - a. Basic
 - b. Pre – Intermediate
 - c. Intermediate
 - d. Advanced
2. Which skill do you think you need to improve?
 - a. Listening
 - b. Speaking
 - c. Reading
 - d. Writing
3. Which resource does you like the most to improve your English learning process?
 - a. Readers
 - b. Workbook
 - c. Student's Book
 - d. Teacher designed worksheets
4. Which do you consider is the most important characteristic for the worksheet?
 - a. It has a meaningful content
 - b. It has a colorful and attractive design
 - c. It offers opportunities to interact orally

- d. It has activities with different leaning strategies
5. How do you think it is learning to interact in English?
- a. Very difficult
 - b. A little
 - c. Good
 - d. Very easy
6. Do you like to talk about your interests?
- a. Always
 - b. Often
 - c. Sometimes
 - d. Never
7. Do you watch people's faces and hands to understand what they say?
- a. Always
 - b. Often
 - c. Sometimes
 - d. Never
8. When someone doesn't understand you, do you try to say it in a different way?
- a. Always
 - b. Often
 - c. Sometimes
 - d. Never
9. How do you prefer to learn to interact in English?
- a. By yourself (talking to yourself)
 - b. By talking with my peer (in pairs)
 - c. By talking with my peers in small groups
 - d. By oral activities with the whole class
10. How do you feel interacting orally about stories?
- a. Very confident
 - b. Good
 - c. Nervous
 - d. Not confident
11. What kinds of stories do you like the most?
- a. Adventure
 - b. Fantasy
 - c. Mystery
 - d. Romance
12. How do you like to interact orally with your partners?
- a. By retelling the story with details
 - b. By talking about the story moral message
 - c. By talking about a problematic situation to be solved
 - d. By talking about the connection of the story with your reality

Appendix B: School's principal concern

Bogotá, septiembre 1 de 2016

Señor(es)

COLEGIO AGUSTINIANO CIUDAD SALITRE

Atn. PADRE JUAN JOSÉ GÓMEZ

Ciudad

Respetado Padre,

Con la presente me permito solicitar su autorización para llevar a cabo el desarrollo de mi Proyecto de Investigación en el área de inglés con los estudiantes de grado quinto, el cual es requisito en la Maestría en Educación que actualmente curso en la Universidad Externado de Colombia.

Para el desarrollo del proyecto se seleccionarán aleatoriamente algunos estudiantes de grado Quinto, quienes participarán en la realización de talleres basados en la Narración de historias cortas con el propósito de afianzar la interacción oral de los estudiantes. Durante las sesiones se recolectarán eventualmente grabaciones de audio para identificar los respectivos avances en el proceso, esto contando con la autorización de los padres de familia, a quienes previamente se les solicitará por escrito dicha autorización.

Es de anotar que el desarrollo del proyecto no tendrá incidencia alguna en las evaluaciones, notas parciales y/o finales de la asignatura, se utilizarán sobrenombres para mantener la identidad de los estudiantes en el anonimato, los datos e información son de estricta confidencialidad que serán únicamente de carácter académico para analizar los resultados obtenidos. La participación en la realización de estos talleres es libre y voluntaria, al finalizar la ejecución del proyecto, se brindará la posibilidad de dar a conocer los resultados obtenidos a padres y estudiantes que así lo soliciten.

Cordialmente,

Lilian Marcela Barón Millán

Docente del área de inglés

Estudiante de Maestría en Educación

Autoriza

P. Juan José Gómez

Padre Rector

Appendix C: Parents Concern

Bogotá, septiembre 7 de 2016

Señor(es)
Padre/Madre y/o Acudiente Estudiante Grado Quinto
Colegio Agustiniiano Ciudad Salitre
Ciudad

Cordial saludo,

Con la presente me permito solicitar su colaboración y autorización para que su hijo(a) pueda participar en la realización de talleres especializados en el área de inglés. Esto con el fin de adelantar mi proyecto de investigación para acceder al Título de Maestría en Educación con énfasis en Didáctica de Inglés, que actualmente curso en la Universidad Externado de Colombia.

La finalidad de este proyecto de investigación es afianzar la interacción oral en el idioma inglés entre los estudiantes de grado Quinto a través de talleres basados en la narración de historias cortas, incentivando a los niños a expresar sus ideas de manera oral e interactuar con sus compañeros. Para este estudio se harán encuestas a los estudiantes, también se realizarán eventualmente grabaciones de audio durante el desarrollo de los talleres realizados en clase de inglés durante los meses de septiembre y octubre.

Es de anotar que el desarrollo del proyecto no tendrá incidencia alguna en las evaluaciones, notas parciales y/o finales de la asignatura, se utilizarán sobrenombres para mantener la identidad de los estudiantes en el anonimato, los datos e información son de estricta confidencialidad que serán únicamente de carácter académico para analizar los resultados obtenidos. La participación en la realización de estos talleres es libre y voluntaria, al finalizar la ejecución del proyecto, se brindará la posibilidad de dar a conocer los resultados obtenidos a padres y estudiantes que así lo soliciten.

Agradezco su atención y autorización para incluir a su hijo(a) dentro de los participantes de este Proyecto de Investigación.

Cordialmente,

Lilian Marcela Barón Millán
Docente del área de Inglés
Estudiante Maestría en Educación

P. Juan José Gómez
Padre rector

Favor diligenciar el siguiente desprendible y hacerlo llegar a la docente de inglés.

Yo _____ identificado con C.C. _____
padre/madre/acudiente del niño(a) _____ del curso _____

Autorizo SI ____ NO ____ a mi hijo(a) a participar en el Proyecto de Investigación: **Teacher-Designed Worksheets Centered on Storytelling to Foster Oral Interaction.**

Firma Padre de Familia

Firma Estudiante

Appendix D: Teacher's Field Notes Format



Agustiniño Ciudad Salitre School
Field Notes Form

Date: _____ **Room:** _____

N°	Observation	Comments
Pre-interaction activities		
1		
While-interaction activities		
2		
Post-interaction activities		
3		

Materials Development



Storytelling



Oral Interaction



Appendix E: Audio Recording Transcriptions Format



Agustiniano Ciudad Salitre School

Audio Recording Format

Worksheet N° _____

Line	Audio Transcription	Salient feature / Recurrent Patterns
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